

# **MISDEMEANOR OFFENSES**

## **ADULT FACILITATOR GUIDE**

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MISDEMEANOR OFFENSES  
Adult Facilitator Guide  
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"If you treat an individual as he is, he will stay as he is, but if you treat him as if he were what he ought to be, he will become what he ought to be and could be."

— JOHANN VON GOETHE

## SECTION 1 Student Workbook Answers



## SECTION 2 Facilitator Appendix

# INTRODUCTION

**Purpose** ..... From the beginning of the program, people are to understand that they are not there to be judged or lectured to. It is also important for them to understand that the burden of learning or getting anything out of this program is their responsibility.

**Possible Pitfalls** ..... The group participants may display some negative attitudes.

**Time** ..... 5 minutes maximum.

Note to facilitator: Make sure that you have reviewed the Facilitator Appendix materials prior to facilitating the class.

The Introduction should be read by participants while they are waiting for the workshop to begin. Assume that the participants have read it and only review a few paragraphs for emphasis. This is a stage-setter, so touch on it briefly and move on. Make sure the participants understand that they control how successful this program will be.

Depending on how you deliver this curriculum, you may need to move the goal setting section for earlier presentation to the participants. The curriculum is designed for program delivery in one eight-hour session. If you deliver the curriculum over two or more shortened sessions, moving the goal setting section to the end of your first session is certainly acceptable.





# INTRODUCTION

Crime in this country continues to grow at an alarming rate. As always, career criminals are committing many of these crimes. However, more and more people who were once removed from criminal activity are now becoming involved. Crime seems to breed crime. It is likely that 3.5 out of ten people in the United States will fall victim to a crime this year.

Whenever a crime is committed, justice is prescribed by the court. Sometimes justice requires that a person be sent to jail. In this program, you are being given a change to let justice be met by determining what it was that caused you to commit your offense, by setting goals and striving never to become involved in criminal activity again. If you choose to repeat an offense, justice may result in more severe consequences.

The purpose of this workshop is to give you the opportunity to look at your own behavior and discover the factors that caused you to develop and engage in unlawful acts. New alternatives will be presented to assist in your improvement. You hold the key to the success. No one can force you to learn. It is up to you to make the most of this day.

When was the last time you closely examined the consequences of your behavior or made a personal commitment to alter your daily-living experience? Take this time to do some serious self-examination and decide to make a positive change in an area of your life.

## AGREEMENTS / OBJECTIVES

**Purpose** ..... To set the expectations for class behavior and for the outcome of the program. As the facilitator, you are in control of what happens in your class as far as learning and behavior are concerned. If the participants fully understand what is acceptable and what is not acceptable from the beginning, the class will run smoothly.

**Possible Pitfalls** ..... A participant may be unable to read. You may have someone who says they do not want to participate.

**Learning Activity** ..... Tossing a beach ball, nerf ball or other soft object to identify the participant whose turn it is to read/respond (large group).

**Approximate Time** ..... Approximately 5-10 minutes, depending on the size of the class and the number of participant questions.

### AGREEMENTS

1. This is critical. If a participant is going to have an opportunity to change his/her behavior, s/he must get involved. Stress that no money will be refunded after this point. Be sure of the referral agency's policy for participants who are asked to leave the class and inform the participants of the policy.
2. The participants need to feel free to express their views, even if you or other participants do not agree.
3. Participants are not in the class to degrade other participants.
4. You gain input when you provide input.
5. Learning can be fun, and so can this class.
6. Explain that there will be lunch and breaks, but the exact time depends on the flow of the class.
7. If you remove any extra chairs, it is very easy to see when the entire class returns from break.
8. The class location controls the beverage rule.
9. You cannot allow anyone in the program if you know they are under the influence of alcohol or drugs.
10. Participants must attend the entire class or receive no class credit. If an emergency arises and a participant obtains your permission to leave the class, the referring agency usually permits the participant to reschedule the class at another time and not forfeit any fees.

Ask participants if there are any questions regarding the nine agreements. When everyone understands, have each participant sign his/her name on the agreement page in the workbook. If a person refuses sign, they need to be asked to leave the program. Quietly walk around the group and ensure that everyone signs the agreement page.

These AGREEMENTS are very important. They become the standard for behavior during the day. You must make sure the agreements are respected and followed or you will lose control of the class. You need not be a dictator to make this happen; you need only define behavior that falls within the agreement parameters and behavior that does not fall within the agreement parameters. Those participants who choose to violate the agreements are asked to leave and forfeit the fees already paid. Items 6, 7, and 8 need to be answered according to the time restrictions you are working under, as well as the eating, smoking and drinking policies of the building in which you are meeting.

### OBJECTIVES

Review these quickly with the class to ensure that the participants know your expectations for the class and what you expect from the participants. You do not have to read them; paraphrase them.



## AGREEMENTS

1. I will take part in the program, follow instructions, complete the evaluation, and be involved mentally and physically. If I disrupt the class, I will be asked to leave and give up any fees paid.
2. I have the right to my own opinions, and am free to say whatever I feel, as long as it doesn't bother other class members.
3. I will be caring and helpful to other class members.
4. I am responsible for my own learning.
5. It is okay to have a good time.
6. The facilitator will decide when to take breaks and end the sessions.
7. I must be on time for all class sessions. The facilitator will tell me which clock to follow. If I return late or do not return to class after the breaks or the lunch period, I will receive no credit for any of the class.
8. There will be no smoking, eating or drinking in the classroom.
9. If I come to class under the influence of alcohol or drugs, I will give up my right to be here.

I, \_\_\_\_\_, fully commit myself to do all assignments and projects as they are given and fully take part in all class discussions.

\_\_\_\_\_  
Signature

## OBJECTIVES

1. To understand the process of how to change my behavior.
2. To discover how attitudes or beliefs can affect my behavior.
3. To understand how to control my attitudes and emotions so that I can take more control of my life.
4. To decide to make positive steps to alter my present behavior.
5. To make a commitment to never knowingly repeat a criminal offense.

# YOUR PERSONAL REPORT

## ORAL RESPONSE

**Purpose**..... To allow participants to begin to accept responsibility for the action that brought them to class and to provide a time for them to vent their anger and explain their side of the story. This is the first time that you will be soliciting personalized responses from the class members. It is essential that they feel that they can say what they choose without the fear of being judged. You must listen intently and ask sincere questions to help them understand better why they did what they did. This part of the class is essentially a confessional time and a time to set the stage for overcoming the negative behavior.

**Possible Pitfalls** ..... A participant may tell more of the story than you have time to hear. Some may be reluctant to share their situation at first. You must kindly restrict those who talk too much and draw out those who talk too little.

**Learning Activity** ..... This is a good place to use the ball to keep the flow going (with a large group).

**Time** ..... 30-45 minutes, depending on class size.

- Make sure each participant repeats their name as they begin to tell their story.
- Ask any questions about items they have left out.
- You want them to hear each other's stories so that they will realize how similar they all are.
- You want them to identify when they decided to do what they did and help them see just how foolish it was.
- Have fun with this and make it light enough that participants will not feel like they are being grilled and serious enough that they will take note of what is being said.

## WRITTEN RESPONSE

**Purpose**..... To set a reference point for the progress made during the class and to help participants begin to think about those areas they are expected to change.

**Possible Pitfalls** ..... Not writing in the book.

**Learning Activity** ..... Individual work.

**Time** ..... 10 minutes.

This section should be filled out individually by the participants so they can return to it after the class and see the progress that they have made during the program. These answers will give you, and each individual, insights into what they think of themselves and why they did what they did. As they are working on this section, walk around the group and look at their answers. This will get them used to the idea that you will be doing this all day. It will also allow you to gain some additional insight into the personalities of the members of your class. Ask them questions about the things that they write and listen carefully and respectfully to their answers.



## YOUR PERSONAL REPORT

1. Use the following questions to examine your offense and discuss your feelings with the group.
  - a. What is your name and where are you from?
  - b. What offense are you charged with?
  - c. Why did you do it?
  - d. Why and where were you apprehended?
  - e. How did you feel when you were caught?
  - f. Were you more upset that you had been caught or that you were breaking the law?
  - g. Did you plan to commit this crime?
  - h. Have you been in trouble with the law before?
  - i. Has your life changed since the arrest?
  - j. Are there people close to you whom you haven't told about this experience? Why?

## WRITTEN RESPONSE

1. Research has identified the major reasons why people break the law. Circle the one(s) that most closely reflect your reason. Be honest.
  - a. It gives me a thrill to beat the system.
  - b. I like to destroy things.
  - c. I wanted the item and couldn't afford it.
  - d. I fought back, the only way I knew how, against a system that's been ripping me off.
  - e. I do it all the time.
  - f. I don't know why; impulse, I guess.
  - g. I wanted somebody to notice me.
  - h. Peer group pressure.
  - i. I was under the influence of drugs or alcohol.
  - j. I can't help myself. It's compulsive.
  - k. \_\_\_\_\_

2. How much has this experience cost you in each of the following areas?

Court Fees: \_\_\_\_\_

This Class: \_\_\_\_\_

Legal Fees: \_\_\_\_\_

Miscellaneous: \_\_\_\_\_

Lost Work: \_\_\_\_\_

Bank or Merchant Fees: \_\_\_\_\_

TOTAL \$: \_\_\_\_\_

## CONTRIBUTING FACTORS

**Purpose** ..... To help the participants understand that their environment plays a part in the decisions they make, but cannot be blamed for the decision they made to break the law.

**Possible Pitfalls** ..... Often offenders believe that they are not responsible for what happened and they try to blame it on a series of situations and problems beyond their control. Sometimes they won't admit to committing the crime at all. Try to get the group to confront these negative answers. They will very often see through a lie.

**Learning Activity** ..... "Who's Responsible?" (Facilitator Appendix).

**Time** ..... 30 minutes.

This section may be done in small groups.

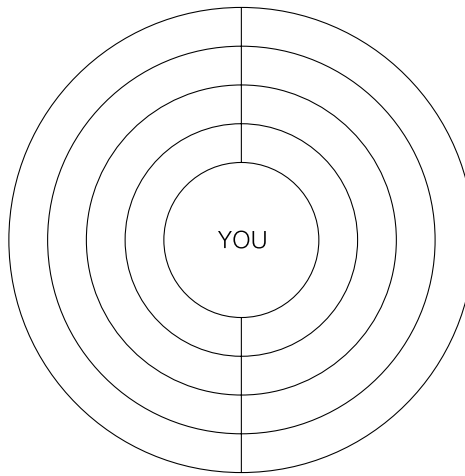
1. Any answer along the line of, "the factors that influence your life, the world in which we live, the people around us," etc.
2. Any answer along the line of "a place where you are loved and accepted, a place where you are safe, a place where you are taught what is right," etc.
3. The opposite of the answers given for question 2. Make sure they know the difference.
4. Have participants fill in the left side of the chart with the people who influenced them the most when they were growing up and fill in the right side of the chart with the people who now influence them the most.
5. Have the participants answer honestly. Be sure that they consider the alcohol and/or drug use of others, if others were involved, in the commission of the offense.
6. Have the participants answer honestly. Be sure the participants consider this question with respect to others involved in the commission of the offense.
7. Have the participants answer honestly. Be sure the participants consider this question with respect to others involved in the commission of the offense.
8. Have participants answer honestly. In some cases it will be yes and in others it will be no. Most often if they are honest they will say they did what they did in spite of their environment.



## CONTRIBUTING FACTORS

1. What is an environment? \_\_\_\_\_  
\_\_\_\_\_
2. What is a positive environment? \_\_\_\_\_  
\_\_\_\_\_
3. What is a negative environment? \_\_\_\_\_  
\_\_\_\_\_
4. Fill in the chart below with the important people and elements that were part of your environment and contributed to the development of your values and beliefs. Begin with the most important people or elements at the center and work outward.

On the left side, list the influences that were the most significant as you were growing up.



On the right side, list those that now have the most influence on your life.

5. Did you or anyone else use alcohol and/or drugs prior to or during the commission of the offense that resulted in your arrest and/or conviction? \_\_\_\_\_  
\_\_\_\_\_
6. What role, if any, did the alcohol and/or drug use play in the commission of your offense? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Would you be here today if you had not ingested alcohol and/or drugs prior to or during the commission of your offense? \_\_\_\_\_
8. Has your environment influenced your negative behavior? \_\_\_\_\_ How? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## CONTRIBUTING FACTORS

9. No, because in reality we are the ones responsible for what we do. Begin to explain personal accountability and that each of us has a choice.
10. Participants must decide to rise above it and accept responsibility for their own decisions and actions.





## CONTRIBUTING FACTORS

9. Should a person excuse his or her negative behavior because of environment? \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. What must a person do to overcome the negative aspects of his or her environment? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# VALUES, ATTITUDES & BEHAVIOR

**Purpose**..... To help the participant understand how negative attitudes can cause people with positive values to behave contrary to their beliefs. With this understanding, participants must determine what they will do to act according to their beliefs.

**Possible Pitfalls**..... Not getting the slanted line. Re-read the Values concept from the Facilitator Resources section. Make sure you are prepared.

**Learning Activities**..... "True Love – A Dilemma," "M&M Values" (Facilitator Appendix).

**Time** ..... 60 minutes.

1. Obtain a group answer. Values are the foundation of a person's belief system; what they believe to be right and wrong; their morals; the foundation of who they are. You can write the group's answer on the chalkboard or newsprint.
2. Honesty, compassion, loyalty, good sportsmanship, integrity, hard-working, thrifty, trustworthy, a good friend. Make sure the answers reference the group's definition. You can have a group participant write these on the board or newsprint also.
3. Opposite of the answers in #2: dishonesty, selfishness, always having to be right, power, greed, violence, using others and wastefulness.
4. When everyone is finished you can ask for their response with general questions like, "Does anyone have a 5 or less?," "How many put down an 8 or better?," or you can ask each participant to report their number to the group. Listen to the answers and move on.
5. A temporary mood, mind-set, or feeling that a person has about something or someone. Have them list some things that effect their attitude.
6. An action. Have them list the worst thing they think a person can do.
7. Any they suggest are fine. Law abiding, careful, courteous, defensive, skillful, forgiving, easy-going, helpful, etc.
8. Make sure participants understand this process and draw their line correctly. You will have to go from person to person to make sure. The answer is based on the line that they draw. Participants often get confused here, so go slowly and make sure that they understand the instructions and do it right.
9. It means a person's behavior is not in agreement with his/her values. Either the participants are acting below their values in a way they know is not right, or they are acting better than their values dictate and are in a process of improving themselves and their values.
10. There are two answers here. They can either change their behavior to reflect their values or they can change their values to reflect their behaviors. Ask each person, "Which do you want to change, your values or your behaviors?" A commitment here to change their behavior will give you control the rest of the day. You must keep reminding them of this commitment and help them to learn the skills to do it.
11. Check each person's answer and make sure that they have listed a specific thing that they can change. Pull them away from vague and generalized answers. Make it something they are willing to do.



# VALUES, ATTITUDES & BEHAVIOR

1. What are values? \_\_\_\_\_  
\_\_\_\_\_
2. What are some positive things people believe in? \_\_\_\_\_  
\_\_\_\_\_
3. What are some negative things people believe in? \_\_\_\_\_  
\_\_\_\_\_

4. At the top of the following chart is a 1 to 10 scale. Think about and circle the number that shows if you believe in negative or positive values. For example, positive values would be 8, 9, or 10; negative values would be 1, 2, 3, or 4.

VALUES											
(-)	1	2	3	4	5	6	7	8	9	10	(+)

V

A

B

← \_\_\_\_\_ → **Values**  
← \_\_\_\_\_ → **Attitude**  
← \_\_\_\_\_ → **Behavior**

(-)	1	2	3	4	5	6	7	8	9	10	(+)
BEHAVIOR											

5. What is attitude? What things help you have a negative or positive attitude? \_\_\_\_\_  
\_\_\_\_\_
6. What is behavior? What is the worst behavior someone could do? \_\_\_\_\_  
\_\_\_\_\_
7. What are some positive behaviors? \_\_\_\_\_  
\_\_\_\_\_
8. On the 1-10 scale in the lower box, circle the number that describes the behavior that got you into this class. Now draw a line between the number you circled for your values in the top box and the number you circled for your behavior in the lower box.  
Is your line straight up and down or is it slanted? \_\_\_\_\_
9. What does it mean if your line is slanted? \_\_\_\_\_  
\_\_\_\_\_
10. How can a person get his or her line straight up and down and have harmony in his or her life? \_\_\_\_\_  
\_\_\_\_\_
11. What would you like to do to get your life in order? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# WHO IS A CRIMINAL?

**Purpose** ..... To help the participants understand that there is a pattern that one follows to become a criminal and help them to determine if they are on that path.

**Possible Pitfalls** ..... Some people feel that anyone who commits a crime is a criminal. Participants need to understand that a person can make a criminal mistake and not be a criminal if the person determines to learn from the mistake and not repeat the offense.

**Learning Activities** ..... "Listen To Your Conscience," "The Line Up" (Facilitator Appendix).

**Time** ..... 30 minutes.

Questions 1-3 should be answered in the large group so everyone has the same definition.

1. A person who habitually and/or without remorse commits crimes.
2. No, because good people make mistakes under pressure. Have some examples for class discussion (i.e., child abuse, seriously ill family member, spouse abuse).
3. No, because their values and behavior are in line. (Refer them back to the Values Chart.)

Questions 4-9 may be answered in small groups (i.e., pairs, triads).

4. Yes. (Refer them back to the Values Chart.)
5. Yes.
6. Let participants answer how they honestly feel.
7. Any answer along these lines is fine: loss of freedom, prison, loss of family, death, worrying about getting caught, loss of self-respect, etc.
8. Same as above.
9. Have participants write down what a person who once had good values would have to do in order to become a criminal.

Questions 10-11 should be answered individually.

10. Have participants honestly answer this question.
11. Decide to never repeat as a criminal offender. Have the participants identify the people, places, or things that may have to change for them to avoid repeated criminal activity.



# WHO IS A CRIMINAL?

1. What is your definition of a criminal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Are all people who break the law criminals? \_\_\_\_\_ Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Does a real criminal suffer guilt from doing something illegal? \_\_\_\_\_ Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Can a person commit a criminal act without being a criminal? \_\_\_\_\_
5. Are you a criminal according to the law? ☐ Yes ☐ No
6. Do you feel you are a criminal in your heart? ☐ Yes ☐ No
7. What are some consequences a real criminal must face in his or her life? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What consequences does a noncriminal face if s/he commits a criminal act? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. What are the steps a person takes to become a criminal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. Is this happening to you? \_\_\_\_\_
11. What will you do to make sure you do not become a criminal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# TRUST

**Purpose** ..... To help the participants understand the importance of being trusted. They need to be able to see how everyone is affected by the actions of others.

**Possible Pitfalls** ..... Some participants feel they don't need to act trustworthy around people they don't know. There can also be confusion about how their action can break the trust of someone who is not involved directly in the act.

**Learning Activities** ..... "Who Should I Follow," "Trust Exercise" (Facilitator Appendix). Open the session with one of these activities.

**Time** ..... 30 minutes.

Questions 1-7 can be done in small groups.

1. Have the participants indicate truthfully what they would do.
2. The essence of the answer you are looking for deals with the ability to rely on others and have others rely on you.
3. Yes. Any positive answer given is good.
4. Yes. Make sure to help participants see that many people are affected. (You can draw the concentric circles caused by a stone being dropped in a pond to illustrate how every action causes ripples and aftershocks.) Have each participant identify the people affected by their crime and how they were affected.
5. Trust is what you have in others. Trustworthy is a quality that you possess if others can trust you.
6. Have participants honestly answer how they feel about themselves.
7. Have participants list the names of people who trust them and list the reason why they trust them.

Questions 8-9 should be answered individually.

8. Yes. Have participants write down a positive reason for being more trustworthy.
9. Have participants write down what they can do to be more trustworthy. Check with each person and make sure that they have an idea of what they must do.



# TRUST

1. What would you do in the following situations?

YES NO

- ☐ ☐ a. You found a purse containing \$300.00 in cash in the mall parking lot. The billfold in the purse contains the owner's driver's license, several credit cards and a debit card. The PIN number for the debit card is written on the PIN card-holder. Would you return the purse with the money, the credit cards and the debit card?
- ☐ ☐ b. You are shopping at a store in the mall. You make several purchases. When you arrive home and remove your purchases from your shopping bags, you discover a \$150.00 pair of shoes that you did not buy mixed in with the items you did buy. Would you return the shoes to the store?
- ☐ ☐ c. You and friends are out eating at an expensive restaurant. Your waitress brings you your check. Everyone examines the check to determine how much each owes to cover the bill. When you receive the bill to examine, you discover that the waitress failed to include the cost of your meal on the bill. Would you notify the waitress of her mistake?
- ☐ ☐ d. You and a group of your friends are going to go to the movies. Children under the age of five can go to the movie for free. Two of the people in your group are older than five, but look very young for their age. Would you pay their admission?

2. What is your definition of trust? \_\_\_\_\_  
\_\_\_\_\_

3. Is it important that people be able to trust you? \_\_\_\_\_ Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Did your offense break a trust? \_\_\_\_\_ Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What is the difference between trust and trustworthy? \_\_\_\_\_  
\_\_\_\_\_

6. On the scale on the right, how trustworthy are you?  
Fill in a box.
- ☐ 1 Always
  - ☐ 2 Usually
  - ☐ 3 Generally
  - ☐ 4 Frequently
  - ☐ 5 Occasionally
  - ☐ 6 Seldom
  - ☐ 7 Not

7. Name some people who trust you and tell why they do. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Do you want to increase the trust others have in you? \_\_\_\_\_ Why? \_\_\_\_\_  
\_\_\_\_\_

9. What positive steps will you take to increase your trustworthiness? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# RESPONSIBILITY

**Purpose**..... To help the participants understand the importance of being responsible to themselves and others.

**Possible Pitfalls**..... Some participants may want to blame others for their problems and have not learned to be responsible. They will have to be worked with carefully during this section.

**Learning Activities**..... "The Buck Starts Here," "Excuses, Excuses!" (Facilitator Appendix).

**Time** ..... 30 minutes.

Answer question 1 in the large group.

1. Any answer that covers the issue of fulfilling the jobs, tasks, duties as required and accepting the consequences of decisions.

Questions 2-8 can be answered in small groups.

2. Any positive answer is acceptable. Some suggestions are: Show up when they say they will, do the things they say they will, pay back money they owe, etc.
3. They use them to cover up for not doing what they were supposed to do.
4. Excuses are reasons or explanations for behavior. Get some examples from the class.
5. Each individual participant is responsible for being in the class.
6. Avoiding the truth inhibits growth and self-awareness, lowers self-esteem, and impacts job and career possibilities.
7. Obtain ideas from the class.
8. Have participants list a few areas where they could improve.
9. Any positive answer is acceptable.
10. Any positive answer is acceptable. Some suggestions are: show up when they say they will, do the things they say they will, pay back money they owe, etc.
11. Have participants develop a plan for being more responsible in the area they identified in question #10.





# RESPONSIBILITY

1. What is responsibility? \_\_\_\_\_  
\_\_\_\_\_
2. What are some ways that people show responsibility? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why do people use excuses to avoid accepting responsibility? \_\_\_\_\_  
\_\_\_\_\_
4. What are excuses and what do they sound like? \_\_\_\_\_  
\_\_\_\_\_
5. Who is responsible for you being in this class? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Why does using excuses cause problems? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What can you say to a friend who always makes excuses to get him/her to stop? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. In what areas are you not as responsible as you could be? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. How would it help you in your life to be more responsible? \_\_\_\_\_  
\_\_\_\_\_
10. What is one thing you are willing to do to be more responsible? \_\_\_\_\_  
\_\_\_\_\_
11. How will you do it? \_\_\_\_\_  
\_\_\_\_\_

# STAYING IN CONTROL

**Purpose**..... To help the participants understand the difference between "acting" and "reacting" and make decisions to better control their emotions.

**Possible Pitfalls**..... Participants often find it easier to see the mistakes in others and not in themselves. You must make sure that participants realize they can only change their own behavior.

**Learning Activities**..... "Shoulder Shove," "Turn Energy" (Facilitator Appendix).

**Time** ..... 30 minutes.

1. Have participants record the way they normally react in column I. Possible reactions are:
  - a. Honk and make hand gestures.
  - b. Overreact to minor problems.
  - c. Punch the person out.
  - d. Become quiet and withdrawn.
  - e. Break things.
  - f. Drink or take drugs.
2. Use the "Shoulder Shove" activity in the Facilitator Appendix to accomplish this exercise.
3. Being out of control is determined by what goes on around a person. It is not an independent act, but a reaction to what someone else does. It is typically a reflex and the person who chooses to react is not in control of their own emotions.

Being in control is an independent action or behavior that a person chooses, not as a result of what someone else does. It is a result of looking at a situation and choosing the best response to what is happening to achieve the best results.

4. Answers should reflect someone who is in control.
  - a. Slow down to give them room; let them in; ignore them; drive defensively to avoid them.
  - b. Talk to someone about how I feel; try a relaxing activity.
  - c. Walk away; ignore it; laugh it off.
  - d. Introduce myself; get to know the person.
  - e. Take time to cool off.
  - f. Do something fun with friends.
5. No. We are responsible for our own responses to others' actions.
6. Any answer they give is fine. Some answers may be: I take risks I usually don't take, I get angry at others more easily, I drive more aggressively, I speed, I swear, I am impatient, etc.
7. You hope participants will say no. If they don't, ask them, "Are you saying that you are an angry person?"
8. They can't. People can only tell who we are by our actions. If we want them to think differently about us, we must act differently.
9. Have participants list any positive answer like: I'd be more in control, I'd feel better about myself, I could communicate better with others, I could avoid problems better.
10. Have participants list any area in which they feel they need to improve. Take time to work with each individual on their answer.



# STAYING IN CONTROL

1. How do you usually behave in the following situations? Write your responses in Column 1.

ACTION

COLUMN 1

COLUMN 2

a. Being cut off in traffic

b. Feeling stressed

c. Being insulted

d. Meeting someone new

e. Feeling angry

f. Feeling a need to celebrate

2. What is the difference between being out of control and being in control? \_\_\_\_\_

3. How can a person in control respond to the situations listed in Question 1? Write your answers above in Column 2. How do they compare? \_\_\_\_\_

4. Can someone "make" you angry, upset or depressed? \_\_\_\_\_

5. How does your behavior change when you allow yourself to become angry, stressed or depressed? \_\_\_\_\_

6. If a person saw you acting angry or depressed, would they be seeing the "real" you? \_\_\_\_\_

7. If it's not the real you, how is the person to know otherwise? \_\_\_\_\_

8. How could you benefit from being more in control in your life? \_\_\_\_\_

9. What is one thing you are doing or are willing to do to take more positive control of your life? \_\_\_\_\_

# STRESS

**Purpose** ..... To help the participants understand how stress can negatively affect their lives and to develop ideas for how to reduce stress by identifying personal risk areas.

**Possible Pitfalls** ..... Many participants are operating under a great deal of stress and you must be able to help them develop a focused plan to deal with their situation. Stress has also become a "buzz word" and therefore you will have to work hard to help them overcome any negative connotations they may have about the subject.

**Learning Activities** ..... "Balloon Example" (Facilitator Appendix), "Stress Test," "Coping With Stress."

**Time** ..... 20 minutes.

Small groups work well for questions 1-8.

1. Any answer that is similar to the following is fine: the internal and external pressure that each person feels on him or herself as s/he strives to accomplish the things that their lives require of them.
2. Your glands, muscles and organs begin to act as if you were preparing to enter a fight or a battle.
3. A little stress is good as it gives zeal to life. Too much stress can cause a full range of reactions from anxiety to mental breakdown.
4. Mental illness, fear, depression, lethargy, loss of memory, loss of emotional control, loss of appetite, insomnia, diarrhea, etc.
5. Each person reacts to things differently. If a person is under high stress, the addition of one more thing like heavy traffic can cause a severe reaction.
6. The support they receive from other areas of their life and the personal ability that they have developed to cope with these daily living pressures.
7. When a person is under too much stress they act out of control and do things that are risky and unsafe.
8. These are answers that relate to a person's own life and lifestyle. Everyone's answers will be different. Answers could include: lack of sleep, poor eating habits, not getting regular exercise, little or no free time to visit friends and relatives, smoking, drinking, using drugs, doing things that make you feel guilty, etc.



# STRESS

1. Stress has become a common “buzz” word lately. What is stress? \_\_\_\_\_  
\_\_\_\_\_
2. What happens to your body when you are exposed to stress? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Is stress good or bad? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What are some of the mental and physical consequences of too much stress? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Why is driving in bumper-to-bumper traffic more stressful to some people than others? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What controls the level of stress in each person? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. How can stress cause a person to develop drinking or drug problems? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What are some things that cause you stress? List as many as possible. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# STRESS TEST

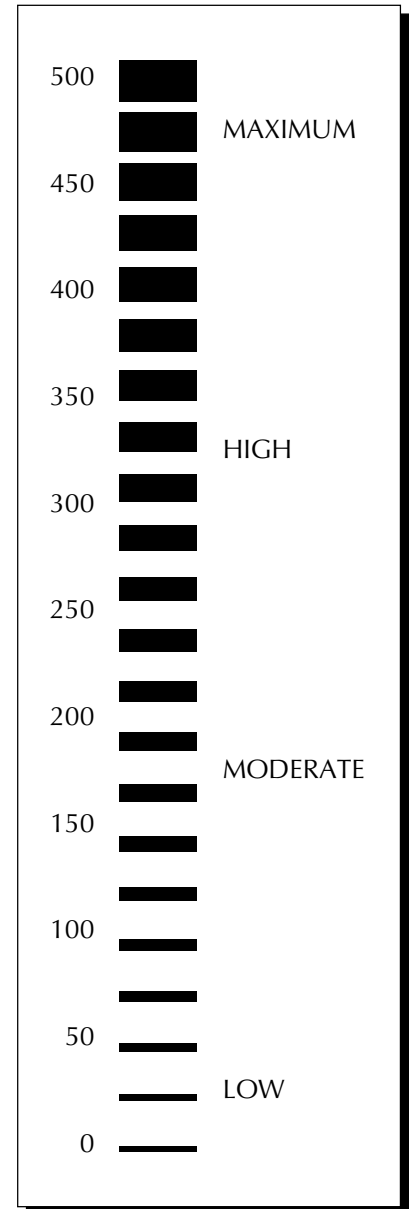
1. Have the participants individually complete the Stress Test. You may want to read the rest while they follow along, since there may be people in the class who do not read. This test relates to outside stressors.
2. When they have completed the worksheet, ask each participant for their total score and put the scores on the board. Have a participant add up the scores and find the average.
3. Explain: The Stress Test lists things that can cause us stress. There are many things on the test that we cannot control. However, we can control how we react to these things. There are some behaviors that make it easier for people to cope with stress and other behaviors that make things worse.
4. Note: 150 points or less in 1 year = a 1 in 3 chance of acquiring a serious illness over the next two years. 150-300 points = a 50/50 chance of acquiring a serious illness over the next two years. 300+ points = 90% chance of developing a serious illness or having a major accident over the next two years.



# STRESS TEST

Below are stressors in a person's life, listed in order of importance. Take the numbers from Column 1 and place them in Column 2 for any of the stresses you are experiencing now. Then add all the numbers in Column 2 to score.

1	2	LIFE EVENT
100	_____	1. Death of spouse
73	_____	2. Divorce
65	_____	3. Marital separation
63	_____	4. Jail term
63	_____	5. Death of close family member
53	_____	6. Personal injury or illness
50	_____	7. Marriage
47	_____	8. Fired from work
45	_____	9. Marital reconciliation
45	_____	10. Retirement
44	_____	11. Change in health of family member
40	_____	12. Pregnancy
39	_____	13. Sex difficulties
39	_____	14. Gain of new family member
39	_____	15. Business readjustment
38	_____	16. Change in financial state
37	_____	17. Death of close friend
36	_____	18. Change to different line of work
35	_____	19. Change in number of arguments with spouse
31	_____	20. Mortgage over \$10,000
30	_____	21. Foreclosure of mortgage or loan
29	_____	22. Change in responsibilities at work
29	_____	23. Son or daughter leaving home
29	_____	24. Trouble with in-laws
28	_____	25. Outstanding personal achievement
26	_____	26. Spouse begins or stops work
26	_____	27. Begin or end school
25	_____	28. Change in living conditions
24	_____	29. Revision of personal habits
23	_____	30. Trouble with boss
20	_____	31. Change in work hours or conditions
20	_____	32. Change in residence
20	_____	33. Change in schools
19	_____	34. Change in recreation
19	_____	35. Change in church activities
18	_____	36. Change in social activities
17	_____	37. Mortgage or loan less than \$10,000
16	_____	38. Change in sleeping habits
15	_____	39. Change in number of family get-togethers
15	_____	40. Change in eating habits
13	_____	41. Vacation
12	_____	42. Christmas
11	_____	43. Minor violations of the law
	_____	TOTAL



This test is known as the Social Readjustment Scale and was developed by Dr. Thomas Holmes and Dr. Richard Rahe

# COPING WITH STRESS

**Purpose** ..... To help the participants understand how they can change their outlook and approach to life to cope more effectively with stress.

**Possible Pitfalls** ..... Participants may have difficulty finding the areas they can change to help reduce their stress.

**Learning Activity** ..... "Coping With Stress."

**Time** ..... 10 minutes.

1. Have the participants individually complete the worksheet. You may want to read the test while they follow along, since there may be people in class who do not read. This page relates to behaviors that may decrease stress in their lives.
2. When participants have completed the worksheet, ask each participant for their total score and put the scores on the board. Have a participant add up the scores and find the average.
3. Have each participant pick out at least one 4 or 5-point item from the "Coping with Stress" worksheet to work on, i.e., "I take quiet time for myself during the day." Ask them to pick the one item that would be the easiest to work on. Continue working on the list until most 4- or 5-point items are three or less.
4. To help put the two stress pages in perspective, it may be helpful to explain the test scores, as shown in the following example.

NAME	FIRST TEST	SECOND TEST
John	400	34
Alice	250	48
Connie	100	23
Sam	125	60

John has an extremely high-stress life; however, he is actively doing things in the second test to lower his stress. He can choose a few more things to bring his score down even more.

Alice has a high-stress life and is also in jeopardy because she isn't doing enough of the second test activities to offset the high-stress life of test one. She needs to lower her score for the second test.

Connie has a low-stress life and is doing several good things for herself in the second test. She will probably be able to handle other stress if it comes her way.

Sam has a low-stress life. However, his second test score was very high. The first time stress enters his life, he won't be prepared to handle it. He also needs to pick items and lower his second test score.





# COPING WITH STRESS

Take the following test. Determine how often the statement applies to you. Use the scoring guide on the right to rate each item.

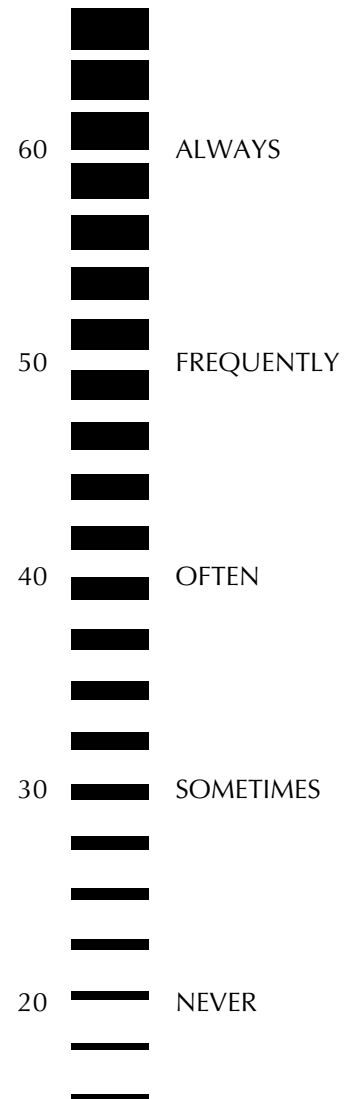
- \_\_\_\_\_ 1. I eat at least one hot, balanced meal a day.
- \_\_\_\_\_ 2. I get seven to eight hours of sleep at least four nights a week.
- \_\_\_\_\_ 3. I give and receive affection regularly.
- \_\_\_\_\_ 4. I have at least one relative within 50 miles on whom I can rely.
- \_\_\_\_\_ 5. I exercise to the point of perspiration at least twice a week.
- \_\_\_\_\_ 6. I smoke less than half a pack of cigarettes a day. (If you do not smoke, give yourself 1 point.)
- \_\_\_\_\_ 7. I take fewer than five alcoholic drinks a week. (If you do not drink, give yourself 1 point.)
- \_\_\_\_\_ 8. I am the appropriate weight for my height.
- \_\_\_\_\_ 9. I have an income adequate to meet basic expenses.
- \_\_\_\_\_ 10. I get strength from my spiritual beliefs.
- \_\_\_\_\_ 11. I regularly attend club or social activities.
- \_\_\_\_\_ 12. I have a network of friends and acquaintances.
- \_\_\_\_\_ 13. I have one or more friends to confide in about personal matters.
- \_\_\_\_\_ 14. I am in good health (including eyesight, hearing, teeth).
- \_\_\_\_\_ 15. I am able to speak openly about my feelings when angry or worried.
- \_\_\_\_\_ 16. I have regular conversations with the people I live with about domestic problems, e.g., chores, money, and daily-living issues.
- \_\_\_\_\_ 17. I do something for fun at least once a week.
- \_\_\_\_\_ 18. I am able to organize my time effectively.
- \_\_\_\_\_ 19. I drink less than three cups of coffee, tea or caffeinated beverages a day. (If you do not drink any of these beverages, give yourself 1 point.)
- \_\_\_\_\_ 20. I take quiet time for myself during the day.

\_\_\_\_\_ TOTAL POINTS

## SCORING GUIDE

- 1 Almost Always
- 2 Often
- 3 Sometimes
- 4 Rarely
- 5 Never

## LIKELIHOOD OF DEVELOPING STRESS-RELATED PROBLEMS



This test was developed by Lyle H. Miller and Alma Dell Smith from the Boston University Medical Center.

# WANTS VS. NEEDS

**Purpose** ..... To help the participants learn to better identify and distinguish between wants and needs.

**Possible Pitfalls** ..... Some people feel that the most important things in life cost money.

**Learning Activities** ..... "Auction," "Tear Them Up!" (Facilitator Appendix).

**Time** ..... 30 minutes.

Questions 1 and 7 are to be done individually. Questions 2-6 can be done in small groups.

1. Have participants follow the instructions and select their wants and needs. Make sure they understand that they are making this selection based on the fact that they have nothing to begin with.
2. Have participants identify their top 5 identified needs in priority order.

Conduct the "Auction" or "Tear Them Up!" activity.

3. Any positive answer is acceptable. Some examples are: food, clothing, shelter, love, affection, etc.
4. Any positive answer is acceptable. Some examples are: environment, culture, religion, job, hobbies, special interests, etc.
5. Any answer is acceptable. Some suggestions are: peer pressure, advertising, media, greed, etc.
6. Let participants answer as honestly as they can.
7. Any positive answer is acceptable.



# WANTS VS. NEEDS

1. Which of the following items do you think are wants and which are needs? Put a ( ✕ ) by all the needs; put a ( ○ ) by all the wants; leave blank those items that are neither needs nor wants. When you finish, circle the five most important items you would need if you were starting your life over from scratch.

- |                                    |                                    |                                 |
|------------------------------------|------------------------------------|---------------------------------|
| _____ 1. Sporting equipment        | _____ 18. A retirement fund        | _____ 35. Respect               |
| _____ 2. Better self-control       | _____ 19. A dishwasher             | _____ 36. An important position |
| _____ 3. A healthy body            | _____ 20. Quality time with family | _____ 37. Orthodontic treatment |
| _____ 4. A college education       | _____ 21. Tools                    | _____ 38. Alcohol/Drugs         |
| _____ 5. A big screen color TV     | _____ 22. Clothes                  | _____ 39. Emotional security    |
| _____ 6. A good self-image         | _____ 23. Confidence               | _____ 40. A savings account     |
| _____ 7. Cigarettes                | _____ 24. Shelter to live          | _____ 41. Records, tapes & DVDs |
| _____ 8. Peace of mind             | _____ 25. A large yard             | _____ 42. Health insurance      |
| _____ 9. Children                  | _____ 26. Friends                  | _____ 43. Affection             |
| _____ 10. Enough food to eat       | _____ 27. A pet                    | _____ 44. A checking account    |
| _____ 11. A house                  | _____ 28. Privacy                  | _____ 45. Self-reliance         |
| _____ 12. Job fulfillment          | _____ 29. A hobby                  | _____ 46. An apartment          |
| _____ 13. A long vacation          | _____ 30. Power                    | _____ 47. \$250.00 cash         |
| _____ 14. Daily exercise           | _____ 31. A debit card             | _____ 48. A drug fix            |
| _____ 15. Strong religious beliefs | _____ 32. The trust of others      | _____ 49. A computer            |
| _____ 16. Love                     | _____ 33. A DVD player             | _____ 50. A Lexus               |
| _____ 17. A spouse                 | _____ 34. A sport utility vehicle  |                                 |

Number of Needs ( ✕ ) = \_\_\_\_\_

Number of Wants ( ○ ) = \_\_\_\_\_

2. Write your five most important needs below and put them in the order of importance, with number one being the most important.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 4. \_\_\_\_\_ 5. \_\_\_\_\_

3. What needs do all people share? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What makes something a need for one person and a want for another? \_\_\_\_\_

\_\_\_\_\_

5. What are some influences in our lives that might cause us to want things we don't really need? \_\_\_\_\_

\_\_\_\_\_

6. How good are you at choosing between your wants and your needs? \_\_\_\_\_

\_\_\_\_\_

7. How would spending more time and money on needs instead of wants help you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ALCOHOL / DRUGS

**Purpose** ..... To help the participants identify whether or not they have an alcohol or drug problem.

**Possible Pitfalls** ..... Participants often believe they are in control of their lives even when they have a serious alcohol or drug problem.

**Learning Activity** ..... None.

**Time** ..... 15 minutes.

This test should be completed individually.

1. Have the participants take the test twice recording their answers for alcohol in column I and for drugs in column II. If participants answer yes to any question, it may be indicative of an alcohol or drug problem. If they answer yes to 2 questions, the chances are that they are a problem drinker or drug abuser. If they answer yes to 3 or more questions, the chances are that they have a serious alcohol or drug problem.



## ALCOHOL / DRUGS

1. The following test is used by Johns Hopkins University Hospital, Baltimore, Maryland, in deciding whether or not a patient is a problem drinker or an alcoholic or drug abuser. Answer YES or NO to the questions and enter your responses in Column 1 for alcohol and Column 2 for drugs.

	COLUMN 1 (Drinking)		COLUMN 2 (Drug Use)	
	YES	NO	YES	NO
1. Do you lose time from work due to drinking/drug use?	_____	_____	_____	_____
2. Is drinking/drug use making your home life unhappy?	_____	_____	_____	_____
3. Do you drink/use drugs because you are shy with others?	_____	_____	_____	_____
4. Is drinking/drug use affecting your reputation?	_____	_____	_____	_____
5. Have you ever felt remorse after drinking/drug use?	_____	_____	_____	_____
6. Have you gotten into financial difficulties as a result of drinking/drug use?	_____	_____	_____	_____
7. Does your drinking/drug use make you careless of your family's welfare?	_____	_____	_____	_____
8. Has your ambition decreased since drinking/drug use?	_____	_____	_____	_____
9. Do you crave a drink/drug at a definite time daily?	_____	_____	_____	_____
10. Do you want a drink/drug the next morning?	_____	_____	_____	_____
11. Does drinking/drug use cause you difficulty in sleeping?	_____	_____	_____	_____
12. Has your efficiency decreased since drinking/drug use?	_____	_____	_____	_____
13. Is drinking/drug use jeopardizing your job or business?	_____	_____	_____	_____
14. Do you turn to lower companions and an inferior environment when drinking/using drugs?	_____	_____	_____	_____
15. Do you drink/use drugs to escape from worries or troubles?	_____	_____	_____	_____
16. Do you drink/use drugs alone?	_____	_____	_____	_____
17. Have you ever had a complete loss of memory as a result of drinking/drug use?	_____	_____	_____	_____
18. Has your physician ever treated you for drinking/drug use?	_____	_____	_____	_____
19. Do you drink/use drugs to build up your self-confidence?	_____	_____	_____	_____
20. Have you ever been to a hospital or institution due to your drinking/drug use?	_____	_____	_____	_____
TOTAL NUMBER OF YES		_____	_____	
TOTAL NUMBER OF NO		_____	_____	

2. Now go back and take the same test to determine if you have a drug problem. Enter your responses in Column 2.

# DRUG AND ALCOHOL QUIZ

**Purpose** ..... To test basic knowledge of facts as they relate to alcohol and drugs.

**Possible Pitfalls** ..... Make sure you have the facts.

**Learning Activity** ..... Go around the room and have different members of the group give their answers, correcting them as needed. NIDA Information Bulletins (Facilitator Appendix).

**Time** ..... 10 minutes.

This section can be done individually or in groups, depending on the amount of time that you want to spend on it.

## COCAINE \_\_\_\_\_

1. Cocaine is a:  
☐ b. stimulant
2. Freebasing is a form of cocaine use by:  
☐ c. smoking
3. Crack is a form of cocaine use by:  
☐ a. smoking
4. Over a long period of time, heavy cocaine use can cause:  
☐ a. deep depression  
☐ b. a craving for the drug  
☐ c. destruction of the mucous membranes

## ALCOHOL \_\_\_\_\_

1. Approximately what percent of fatal highway accidents are alcohol related?  
☐ b. 45%
2. Alcohol can cause damage or cancer of the:  
☐ a. liver  
☐ b. mouth  
☐ c. stomach
3. Which of the items below have approximately the same amount of alcohol as a 12 oz. can of beer?  
☐ a. 5 oz. of wine  
☐ b. 1.5 oz. of whiskey
4. One factor that does not influence the effects of alcohol on an individual are:  
☐ d. exercise

## MARIJUANA \_\_\_\_\_

1. The main mind-altering drug in marijuana is:  
☐ c. THC
2. Regular use of marijuana can cause:  
☐ a. loss of motivation  
☐ c. panic anxiety
3. Some research studies suggest that the use of marijuana during pregnancy may cause:  
☐ b. premature birth  
☐ c. low birth weight
4. Research has shown that smoking marijuana may impair the motor skills for at least how many hours after smoking?  
☐ b. 4 to 6 hours

## INHALANTS \_\_\_\_\_

1. Inhalants are breathable chemicals that produce:  
☐ b. mind-altering vapors  
☐ c. dizziness
2. People between what age ranges are likely to abuse inhalants?  
☐ a. 7 – 17
3. Deep breathing of the vapors, or using a lot over a short period of time may result in:  
☐ d. all of these



# DRUG AND ALCOHOL QUIZ

Based on your own knowledge pick the letter or letters that you believe are the most correct responses to the following statements or questions.

## COCAINE

1. Cocaine is a:  
☐ a. depressant  
☐ b. stimulant  
☐ c. sedative
2. Freebasing is a form of cocaine use by:  
☐ a. snorting  
☐ b. injecting  
☐ c. smoking
3. Crack is a form of cocaine used by:  
☐ a. smoking  
☐ b. injecting  
☐ c. snorting
4. Over a long period of time, heavy cocaine use can cause:  
☐ a. deep depression  
☐ b. a craving for the drug  
☐ c. destruction of the mucous membranes  
☐ d. none of these

## ALCOHOL

1. Approximately what percent of fatal highway accidents are alcohol related?  
☐ a. 10%  
☐ b. 45%  
☐ c. 5%  
☐ d. 25%
2. Alcohol can cause damage or cancer of the:  
☐ a. liver  
☐ b. mouth  
☐ c. stomach  
☐ d. none of these
3. Which of the items below have approximately the same amount of alcohol as a 12 oz. can of beer?  
☐ a. 5 oz. of wine  
☐ b. 1.5 oz. of whiskey  
☐ c. none of these
4. One factor that does not influence the effects of alcohol on an individual is:  
☐ a. body weight  
☐ b. amount of alcohol ingested  
☐ c. time since last drink  
☐ d. exercise

## MARIJUANA

1. The main mind-altering drug in marijuana is:  
☐ a. PCP  
☐ b. LSD  
☐ c. THC  
☐ d. none of these
2. Regular use of marijuana can cause:  
☐ a. loss of motivation  
☐ b. increased motor skills  
☐ c. panic anxiety  
☐ d. all of these
3. Some research studies suggest that the use of marijuana during pregnancy may cause:  
☐ a. no ill effects  
☐ b. premature birth  
☐ c. low birth weight  
☐ d. drug dependent children
4. Research has shown that smoking marijuana may impair the motor skills for at least how many hours after smoking?  
☐ a. 1 to 3 hours  
☐ b. 4 to 6 hours  
☐ c. 7 to 9 hours

## INHALANTS

1. Inhalants are breathable chemicals that produce:  
☐ a. nothing  
☐ b. mind-altering vapors  
☐ c. dizziness
2. People between what age ranges are likely to abuse inhalants?  
☐ a. 7 – 17  
☐ b. 18 – 27  
☐ c. 28 – 38  
☐ d. all of these
3. Deep breathing of the vapors, or using a lot over a short period of time may result in:  
☐ a. violent behavior  
☐ b. unconsciousness  
☐ c. death  
☐ d. all of these

# DRUG AND ALCOHOL QUIZ

## CRACK

1. Crack is a street form of cheap potent:
  - c. cocaine
2. The effects of crack hit the brain in:
  - a. 3 to 5 seconds
3. Some effects on the body from the use of crack are:
  - b. fatal brain seizures
  - c. irregular heart beat
  - d. high blood pressure
4. Smoking crack can lead to changes in:
  - a. personality
  - b. behavior
  - c. blood pressure

## HALLUCINOGENS

1. Hallucinogens, or psychedelics, affect:
  - e. total bodily functions
2. Some hallucinogens are:
  - a. LSD
  - d. psilocybin
3. Users of hallucinogens may experience:
  - a. feelings of helplessness
  - b. anxiety
  - c. loss of control

## SEDATIVES / BARBITURATES

1. These drugs are often referred to as:
  - a. downers
  - b. tranquilizers
2. Of all reported drug-related deaths, barbiturate overdose is a factor in how many cases?
  - a. one-third
3. Some well-known barbiturates are:
  - b. Seconal *Valium is listed as a benzodiazepine.*
  - c. Nembutal
4. Barbiturate withdrawal can be more serious than withdrawal from:
  - d. all of these

## CLUB DRUGS

1. Which of the following are called "Club Drugs?"
  - g. all of the above
2. "Club Drug" refers to:
  - e. a & c





# DRUG AND ALCOHOL QUIZ

## CRACK

1. Crack is a street form of cheap, potent:
  - ☐ a. angel dust
  - ☐ b. LSD
  - ☐ c. cocaine
  - ☐ d. marijuana
2. The effects of crack hit the brain in:
  - ☐ a. 3 to 5 seconds
  - ☐ b. 15 to 20 seconds
  - ☐ c. 30 to 60 seconds
  - ☐ d. none of these
3. Some effects on the body from the use of crack are:
  - ☐ a. no damage occurs
  - ☐ b. fatal brain seizures
  - ☐ c. irregular heart beat
  - ☐ d. high blood pressure
4. Smoking crack can lead to changes in:
  - ☐ a. personality
  - ☐ b. behavior
  - ☐ c. blood pressure
  - ☐ d. none of these

## HALLUCINOGENS

1. Hallucinogens, or psychedelics, affect:
  - ☐ a. perceptions only
  - ☐ b. sensations only
  - ☐ c. self-awareness only
  - ☐ d. emotions only
  - ☐ e. total bodily functions
2. Some hallucinogens are:
  - ☐ a. LSD
  - ☐ b. marijuana
  - ☐ c. heroin
  - ☐ d. psilocybin
3. Users of hallucinogens may experience:
  - ☐ a. feelings of helplessness
  - ☐ b. anxiety
  - ☐ c. loss of control
  - ☐ d. none of these

## SEDATIVES / BARBITURATES

1. These drugs are often referred to as:
  - ☐ a. downers
  - ☐ b. tranquilizers
  - ☐ c. uppers
  - ☐ d. stimulants
2. Of all reported drug-related deaths, barbiturate overdose is a factor in how many cases?
  - ☐ a. one-third
  - ☐ b. one-fifth
  - ☐ c. neither of these
3. Some well-known barbiturates are:
  - ☐ a. Valium
  - ☐ b. Seconal
  - ☐ c. Nembutal
  - ☐ d. all of these
4. Barbiturate withdrawal can be more serious than withdrawal from:
  - ☐ a. cigarettes
  - ☐ b. heroin
  - ☐ c. cocaine
  - ☐ d. all of these

## CLUB DRUGS

1. Which of the following are called "Club Drugs"?
  - ☐ a. MDMA (Ecstasy, XTC, X, Adam, Clarity, Lover's Speed)
  - ☐ b. GHB (Grievous Bodily Harm, G, Liquid Ecstasy, Georgia Home Boy)
  - ☐ c. Ketamine (Special K, K, Vitamin K, Cat Valiums)
  - ☐ d. Rohypnol (Roofies, Rophies, Roche, Forget-Me Pill)
  - ☐ e. Methamphetamine (Speed, Ice, Chalk, Meth, Crystal, Crank, Fire, Glass)
  - ☐ f. LSD (Acid, Boomers, Yellow Sunshines)
  - ☐ g. all of the above
2. "Club Drug" refers to:
  - ☐ a. a wide variety of drugs
  - ☐ b. one classification of drugs
  - ☐ c. drugs that may contain contaminants because of uncertain manufacturing methods
  - ☐ d. none of these
  - ☐ e. a & c

## DRUG AND ALCOHOL QUIZ

3. Rohypnol is sometimes referred to as the date rape drug.  
☐ a. true
4. Ketamine is an injectable anesthetic intended for veterinary use.  
☐ a. true
5. GHB is a central nervous system depressant. At high dosages it can:  
☐ e. all of the above
4. MDMA is similar to:  
☐ d. a & b



## DRUG AND ALCOHOL QUIZ

3. Rohypnol is sometimes referred to as the date rape drug.  
☐ a. true  
☐ b. false
4. Ketamine is an injectable anesthetic intended for veterinary use.  
☐ a. true  
☐ b. false
5. GHB is a central nervous system depressant. At high doses it can:  
☐ a. slow breathing  
☐ b. slow the heart rate  
☐ c. result in sleep  
☐ d. result in coma and eventual death  
☐ e. all of the above
6. MDMA is similar to:  
☐ a. the stimulant amphetamine  
☐ b. the hallucinogen mescaline  
☐ c. neither a or b  
☐ d. a & b

# ALCOHOL, DRUGS & CRIMES

**Purpose** ..... To help the participants understand how their decision to use alcohol and drugs effects those around them.

**Possible Pitfalls** ..... People like to think that their decisions only effect their life and as such they have a right to do whatever they want with their own life.

**Learning Activities** ..... "Will It Effect Anyone But Me?" (Facilitator Appendix), News Articles – Alcohol, Drugs & Crime / Consequences (Facilitator Appendix, pages 11-33).

**Time** ..... 30 minutes.

Small groups can be used to answer questions 1-5. Questions 6-8 should be answered individually.

1. This is a trick question; they are all affected. Each person is effected in a different way. Have them come up with as many different ways as possible. Some answers could be: my wife worries about me, my kids get mad at me, my family worries that I'll hurt them, etc.
2. Have participants answer honestly and write or recount what happened in as much detail as possible.
- 3-7. Have participants answer honestly.
8. Have participants select the best solution to their problem and explain why. Any positive answer is fine.



## ALCOHOL, DRUGS & CRIMES

1. How many family members are affected by a drug user, an irresponsible drinker, or a person who commits criminal behavior? \_\_\_\_\_ How are they affected? \_\_\_\_\_  
\_\_\_\_\_
2. Has physical or emotional abuse ever been present in your home as a result of using drugs or drinking? \_\_\_\_\_ When? What happened? \_\_\_\_\_  
\_\_\_\_\_
3. Are you the child of a problem drug user or problem drinker? \_\_\_\_\_
4. How does your drug use or drinking habits influence your criminal activities? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Whether you are or are not a parent, how would you feel if your child had the same drug/alcohol habits as you do? \_\_\_\_\_  
\_\_\_\_\_
6. How is your family effected by your current alcohol or drug use? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Is this what you want? \_\_\_\_\_
8. What will you do to have a positive effect on your family? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# CONSEQUENCES

**Purpose** ..... To help the participants understand the consequences of their decision to use alcohol and drugs.

**Possible Pitfalls** ..... People have a hard time believing that negative things have or will happen to them as a result of their use of alcohol or drugs.

**Learning Activities** ..... "Will It Effect Anyone But Me?" (Facilitator Appendix), News Articles – Alcohol, Drugs & Crime / Consequences (Facilitator Appendix, pages 11-33).

**Time** ..... 30 minutes.

Questions 1-8 can be answered in small groups.

1. Make sure participants carefully consider this question and answer it honestly. You may ask other questions like, "So you intend to drink yourself blind?" "You like heaving all over your friends living room?"
2. Have participants answer honestly.
3. Have participants answer honestly.
4. Have participants answer honestly. Try to get them to come up with as long of a list as possible. You will have to coach participants through this.
5. Have participants answer honestly. Try to get them to come up with as long of a list as possible. You will have to coach participants through this.
6. Have participants answer honestly.
7. Have participants answer honestly. Make sure they answer the how in great detail.
8. Have participants select the best solution to their problem and explain what they will do. Any positive answer is fine.



## CONSEQUENCES

1. Are you in control when you use drugs or drink? \_\_\_\_\_  
When do you lose control? \_\_\_\_\_  
\_\_\_\_\_
2. Why is it difficult to admit to a problem with drugs or alcohol? \_\_\_\_\_  
\_\_\_\_\_
3. At what stage do you consider someone to have a drug/alcohol problem? \_\_\_\_\_  
\_\_\_\_\_
4. What are some positive effects of drugs and alcohol in your life? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What are some negative effects of drugs and alcohol in your life? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Why would you allow negative things in your life? \_\_\_\_\_  
\_\_\_\_\_
7. Have drugs or alcohol contributed to your current problem? \_\_\_\_\_ How? \_\_\_\_\_  
\_\_\_\_\_
8. What will you do to stop using or use alcohol more responsibly or stop the use of illegal drugs?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# VICTIMIZATION

**Purpose**..... To help the participants understand that their criminal activity resulted in victimization of other persons, their own family and their community.

**Possible Pitfalls**..... People often fail to recognize that their criminal behavior impacts a wide range of people and society. They may minimize the impact of their crime by comparing their crime with other, more obviously serious crimes.

**Learning Activities**..... "Who Is the Victim?" (Facilitator Appendix), News Articles – Victimization (Facilitator Appendix, pages 35-69).

**Time** ..... 45 minutes.

Questions 1-5 may be answered in small groups to encourage a variety of ideas on the topics.

1. A person, agency, organization, the community, etc., who suffers some loss that is not limited to monetary or property loss (i.e., emotional or psychological loss).
2. Yes, because a victim is not limited to a person.
3. Yes, because of things such as the costs associated with enforcing the law, assisting people who suffer physical or emotional losses, restoring property, paying for the additional costs of products, building and operating jails/prisons, providing assistance to family members of the crime victim and the criminal, etc.
4. Yes, because of such things as negative public response to members of a criminal's family, distrust among family members, loss of an income earner if the person convicted of a crime is incarcerated, loss of income because the person convicted of a crime loses job, family embarrassment, income for the family diverted to make court-ordered payments, etc.
5. No.

Questions 6-7 may be answered individually and discussed in small groups before large group discussion.

6. Have participants respond to this question as honestly and thoroughly as possible.
7. Have participants respond to this question as honestly and thoroughly as possible.

Question 8 may be answered in small groups.

8. Have the small groups discuss methods of making amends to **all** the victims of their offense. Report the small group findings to the large group and discuss the feasibility of the methods identified.

Questions 9-10 may be answered individually.

9. Have participants respond to this question as honestly and thoroughly as possible.
10. Have participants respond to this question as honestly and thoroughly as possible.





# VICTIMIZATION

1. What is a victim? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Is there always a victim when someone breaks the law? \_\_\_\_\_ Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Can society be a victim when a crime is committed? \_\_\_\_\_ How? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Is it possible for members of the person's family who commits the crime to be a victim of the crime committed? \_\_\_\_\_ How? \_\_\_\_\_  
\_\_\_\_\_
5. Is it possible to commit a crime without someone or something being victimized? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Was there a victim(s) in the crime you committed? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What are some impacts that your crime had on the victim(s)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What are the steps a person must take to make amends to the victim(s) of their crime? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Have you made amends to the victim(s) of your crime? \_\_\_\_\_ How? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What will you do to ensure that you engage in no other activities that result in someone being a victim? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# CHOICES

**Purpose** ..... To help the participants understand that they always have a choice to make, no matter how hard it is, in every situation.

**Possible Pitfalls** ..... People often find it easier to blame others and situations rather than accepting the fact that they make decisions and are in control of their lives.

**Learning Activities** ..... "Who Shall Survive," "Brainstorming Revisited" (Facilitator Appendix).

**Time** ..... 30 minutes.

Answer questions 1-4 in the large group.

1. This is a trick question; there are always choices. People in this situation however feel trapped, frustrated, out of control etc. Sometimes people must choose between alternatives that are not necessarily positive.
2. They are the results, positive or negative of our choices.
3. Brainstorming is a practice of developing and writing down as many ideas or ways to solve a problem as fast as possible.
4. Rules are: write anything you think of, don't be judgmental, get 10 more ideas than you think you can, the wilder the idea the better, hitchhiking (combination and improvement) is sought, focus on the ideas once they are written, look at the pros and cons for each, pick the idea that is best and develop a plan to implement the idea.
5. Divide the situations up among small groups of participants and have each small group of participants work out the answers they think are best. Make sure they really work at this and come up with as many answers and consequences as possible. Have them share their discoveries with the group.



# CHOICES

1. When you have a problem, how do you feel when you think there aren't any choices to make?

\_\_\_\_\_

2. What are consequences? \_\_\_\_\_

\_\_\_\_\_

3. What does "brainstorming" mean? \_\_\_\_\_

\_\_\_\_\_

4. What are some general rules about "brainstorming"? \_\_\_\_\_

\_\_\_\_\_

5. Listed below are some problems. As a group, brainstorm as many choices and consequences as you can to "solve" the problem.

- a. Joe has been arrested and convicted for various minor crimes. He is now thirty years old and recently has been thinking about the direction his life is taking. He has been hanging around with a group of people who are robbing homes. For the first time in his life Joe is thinking about what will happen to him if he is arrested again. Joe is confused and doesn't know what to do. What are Joe's choices and the consequences of those choices?

## CHOICES

## CONSEQUENCES

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- b. Ann has been arrested and convicted of forgery. She lost her job as a result of the arrest and had to get food stamps to feed herself and her two-year-old daughter. Ann is feeling desperate and is thinking about writing hot checks again to make ends meet. What are Ann's choices and consequences?

## CHOICES

## CONSEQUENCES

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## CHOICES

6. Have participants list a problem that they have that they would like to overcome.
7. Have participants write down the problem in their book and on another slip of paper. Have them pass the slip to a partner and have the partner list as many consequences and choices as possible. Have the partners return their suggestion to each person and then have them work on their own answer either using the suggestions or coming up with their own. You'll need to coach participants through this.
8. Have participants select the best solution to their problem and develop the steps necessary to solve it. Any positive plan of action is fine.



# CHOICES

6. Write down three problems you are currently facing.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

Put a star by the problem you would most like to solve.

7. List your possible choices to solve the problem and then list the consequences of each choice.

CHOICES

CONSEQUENCES

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Which choice is the best for you? \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

8. Take the choice you picked from above and list the steps you will take to make it work.

Step 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Step 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Step 3: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Step 4: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SELF-IMPROVEMENT

**Purpose** ..... To help the participants understand the process necessary to improve self-image and change present behavior.

**Possible Pitfalls** ..... Make sure that you make this meaningful and not trite by helping participants make individual decisions to change certain behaviors. Give them time to work through this.

**Learning Activity** ..... "Interviewing Exercise" (Facilitator Appendix).

**Time** ..... 30 minutes.

Questions 1-2 should be done in pairs.

- 1-2. Have one of the pairs stand up and have one person describe their partner's strengths while the partner remains standing to receive the recognition. To avoid monotony, do not have the pair "take turns" telling positive things about each other. Have one tell about the other, sit down, and then come back later for the other. Make sure this is done for every member of the class.

Questions 3-5 may be done individually.

3. Have participants honestly answer according to their feelings.
4. Have participants come up with individual answers.
5. Have participants come up with individual answers.

Questions 6-10 may be done in small groups (i.e., dyads, triads).

6. Hopefully participants will say no and explain that they have some things they need to improve on. If participants say yes, ask them why and see if you can draw more out of them.
7. Attitude. Because it controls whether or not you use the other two things. Relate this back to Values, Attitude, & Behavior (page 6 in Workbook).
8. You are only as successful as you feel. They are confident, happy, self-directed, together, content, etc.
9. Have participants pick on of their strengths they would like to improve by following this process. Notice that we are focusing on strengths here.
10. The chart shows that to build self-image one must take some encouragement and gain some confidence from it to motivate them to put out effort in a given area. If that effort is positive, then the person gets a feeling of accomplishment which makes them feel successful. Success gives a person satisfaction. Sometimes a person will use internal motivation and not need outside encouragement to help them get started in this important process.

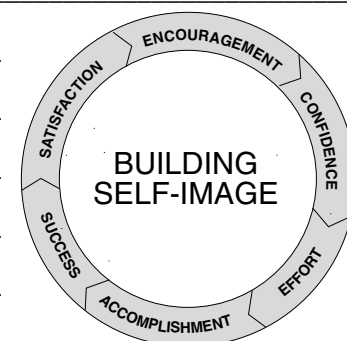


# SELF-IMPROVEMENT

1. An important part of a positive self-image is understanding strengths. Get with a partner and find out all the good things you can about that person. Ask direct questions or use the words on the list below as ideas. When you finish, trade sides and have your partner do the same.

Brave	Good Listener	Skillful	Friendly
Creative	Reliable	Honest	Courteous
Persistent	Positive Attitude	Resourceful	Obedient
Hard-Working/Productive	Good Communication Skills	Loyal	_____
Sensitive/Caring	Humorous	Patient	_____
Use Time Effectively	Intelligent/Knowledgeable	Thrifty	_____

2. Tell the group about your partner.
3. What does having a "good self-image" mean to you? \_\_\_\_\_  
\_\_\_\_\_
4. How does self-image relate to success? \_\_\_\_\_  
\_\_\_\_\_
5. What does "being successful" mean to you? \_\_\_\_\_  
\_\_\_\_\_
6. Are you as successful as you would like to be? \_\_\_\_\_ Explain your answer.  
\_\_\_\_\_
7. Which one of these elements – education, experience or attitude – has the most to do with success? Why? \_\_\_\_\_  
\_\_\_\_\_
8. What are the character traits of successful people? \_\_\_\_\_  
\_\_\_\_\_
9. Which of your strengths will you work on to make yourself more successful? \_\_\_\_\_  
\_\_\_\_\_
10. Explain the chart at the right. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# GOALS

**Purpose** ..... To help the participants understand the importance of setting and accomplishing goals.

**Possible Pitfalls** ..... Many people have not had much positive experience with goals. You must make sure that you help participants set realistic goals and that you help them break the goals down so that they are achievable and measurable. Make sure that you let participants set their own goals; don't assume you know what they want to do.

**Learning Activity** ..... "Draw a Picture Exercise" (Facilitator Appendix).

**Time** ..... 30 minutes.

Questions 1-2 should be answered in the large group. Explain how to set goals and take participants through an example.

1. Any answer that covers the following main points is acceptable: goals are written down and attainable desires to develop or improve in given areas, attributes or skills.
2. Make sure participants understand these steps and what they must do to accomplish them.

Questions 3-6 may be answered in small groups.

3. It helps a person focus on what to do and how to spend their time.
4. Have participants identify an area that has caused them trouble in the past.
5. Have participants answer honestly.
6. Have participants give a specific answer.





# GOALS

The best way to do the things that will help you improve is to set goals and accomplish them.

1. What is a goal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Discuss the importance of the following steps of goal setting:
  - a. State the goal in specific terms.
  - b. Write the goal down.
  - c. Decide why you want to do it.
  - d. Make sure you can do it.
  - e. Set time limits and deadlines to do it.
  - f. Share it with someone who can help you.
  - g. Break the goal into small steps that can be done one at a time.
  - h. Visualize obtaining the goal.
  - i. Reward yourself.
3. How is the goal setting process important to you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Have you ever had difficulties setting and obtaining goals? \_\_\_\_\_  
If so, what steps from question #2 did you fail to do? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What is the hardest thing for you to do when you are setting or accomplishing goals? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. How will you overcome these concerns and accomplish your goals? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# FUTURE GOAL SHEET

**Purpose** ..... To help the participants develop a plan to accomplish their goal(s).

**Possible Pitfalls** ..... Most people have a hard time following through with the things they decide to do to improve their lives. You must help participants increase their chance for success.

**Learning Activity** ..... No specific activity.

**Time** ..... 30 minutes.

1. Suggest that participants choose an item with which they are still struggling.
2. Reward yourself for reaching sub-goals. Use internal rewards, i.e., telling yourself of the progress that has been made, reminding yourself what life was like before the goals were set, etc.
3. Have participants identify and record specific steps to accomplish their long-range goal.



# FUTURE GOAL SHEET

1. What is one long-range goal you have set for yourself? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What can you do for yourself when rewards for change aren't immediate? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. On the chart below, plan how you will structure your short-range goals so you can accomplish your long-range goal.

My reward will be: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Step 4: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Step 3: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Step 2: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Steps I will take  
to reach my goal:

Step 1: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

My goal is: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Where I am: \_\_\_\_\_

## WORKSHOP EVALUATION

Have the participants complete an evaluation form now. The evaluation form follows the Future Goals section. Make sure the participants complete every item. Explain to them that this evaluation is important because it allows NCTI to measure the value of the program to them and that it helps NCTI to improve the program for others.



# WORKSHOP EVALUATION

NAME			DATE	
AGE	SEX	RACE	CITY	STATE
WORKBOOK TITLE			FACILITATOR	

**Section 1: Use the scale below to rate the following questions.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>No Help</b>	<b>Poor</b>	<b>Fair</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>

1. \_\_\_\_\_ What is your overall evaluation of the presentation?

---



---

2. \_\_\_\_\_ To what extent was the presentation helpful?

---



---

3. \_\_\_\_\_ What is your overall evaluation of the instructors?

---



---

4. \_\_\_\_\_ What is your overall evaluation of the material presented?

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**Section 2: Your opinions are important. Please share them with us by answering the following questions.**

5. What was the best or most helpful part of the presentation? \_\_\_\_\_

---



---

6. What was the least helpful part? \_\_\_\_\_

---



---

7. What suggestions do you have for improvement? \_\_\_\_\_

---



---

8. What do you plan to do with what you learned? \_\_\_\_\_

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## CONTRIBUTING FACTORS

### WHO'S RESPONSIBLE?

**Object:** ..... You are responsible. You have to live with the decisions you make. You can't blame others for what you choose to do.

**Props:** ..... A black pen and a piece of paper.

**Activity:** ..... Set up a role play with two participants. One is given the pen. The other asks to borrow the pen and comes up with some really important reasons for needing it. After the person decides whether they are willing to loan the pen or not, approach the first person and ask them to sit down. Participants are then instructed to fill out a piece of paper in black ink and have it finished in 5 minutes. If they don't, they will lose a great opportunity. See how the person who gave up or kept the pen reacts. If they have the pen they can do the assignment; if they loaned the pen they can't. Who is responsible for them being able to do the assignment?

## VALUES, ATTITUDES & BEHAVIOR

### M & M VALUES

**Object:** ..... This exercise gives the participants a visual example to help them remember the concept of values discussed in this section.

**Props:** ..... A bag of peanut M&Ms.

**Activity:** ..... Give each participant a peanut M&M and ask them to bite it in half, then ask them the following questions and make the following statements.

Look at the candy coating on the outside. If you lick it or bite it can you change it? This is like your behavior. With work and effort you can change it.

If you were in Arizona in the middle of summer with a temperature of 122 degrees and you brought the bag in from your car, what would the chocolate middle be like? They say, "Soft and runny." If you placed the bag in the freezer, what would happen? They say, "It would get hard very quickly."

This is like your attitudes. They change very quickly and they are easily influenced. Use some examples, like being in a great mood and getting in your car in 5 o'clock traffic - how quickly your attitude can change.

What do you think the nut center is like? The nut center is like your values. They can be changed, but they are the most difficult of all three to change.

# VALUES, ATTITUDES & BEHAVIOR

## TRUE LOVE – A DILEMMA

**Object:** ..... To assist participants in examining and identifying their own values; and to permit participants to explore values other than their own.

**Activity:** ..... Read the story *TRUE LOVE – A DILEMMA* to the class. Have the participants rank the characters in the story from 1 to 4, in terms of who exhibited the most positive values (1) to the most negative values (4). Poll the participants and tally the number for each character by identifying whether participants thought one character exhibited the best values or the worst values. As you poll the participants lead a discussion that examines the reasons individual participants felt the characters demonstrated the positive and negative values.

Once upon a time, there was a girl named MERF who lived on the west bank of a river. Her boyfriend, ZAK, lived on the opposite side of the river. The river was full of alligators, crocodiles, snapping turtles, and piranhas. It was simply not safe to swim or wade in the river.

MERF and ZAK were very much in love and wanted to see each other. Despite the fact that they'd never been closer than the distance between MERF's side of the river and ZAK's side of the river, the romance flourished. Every morning MERF would go to the bank on her side of the river and call to ZAK, "I love you, love you, love you." ZAK would go to the bank on his side of the river and respond to MERF with, "I love you, love you, love you MERF."

Calling out to each other this way went on and on for days and weeks and months. One morning, MERF went to her riverbank and called her usual greeting to ZAK and he responded, "If you really love me so much, get over to my side of the river."

MERF was in a serious dilemma. She could not ford or swim the river without being eaten by the alligators, crocodiles and/or piranhas. She had no boat in which to cross the river. She thought and thought about a solution and decided to find someone with a boat that could safely take her to the opposite side of the river.

MERF searched high and low for someone to resolve her dilemma. She walked up and down her side of the river and finally met YAK. YAK owned a boat. MERF explained her dilemma to YAK. YAK considered her request and agreed to ferry MERF to the opposite side of the river if she would spend the night with YAK. MERF thought about her options and agreed to YAK's terms.

True to YAK's word, YAK ferried MERF to the opposite side of the river the next morning. MERF was ecstatic.

She ran up the riverbank calling to ZAK. As can be imagined, ZAK and MERF ran to each other and embraced joyfully.

After they had spent some time getting to know each other, MERF explained to ZAK how she managed to cross the river safely. She described the terms she had to agree to get YAK to ferry her across the river, including the evening she and YAK spent together. ZAK's response was quite unexpected. He told MERF to go away. Spending the night with YAK was unacceptable to him.

MERF walked off crying and distressed. She had not walked too far when she bumped into ZUG. He asked MERF, "Why are you crying little lady? Has someone hurt you?" MERF explained her situation to ZUG. ZUG told MERF to come with him and together they went back to ZAK's place and ZUG beat ZAK to a pulp.

THE END





## WHO IS A CRIMINAL?

### LISTEN TO YOUR CONSCIENCE

**Object:** ..... You want to demonstrate to the group that there are two or more sides to each decision and that often they rationalize to themselves when something they want to do something wrong. They must listen to what they feel is right and follow that voice. Their conscience is a great protection from doing things they will later regret.

**Props:** ..... None.

**Activity:** ..... Set up a role play with 2 participants. One person is instructed to talk out loud about all the reasons they should do something that is wrong. (Examples: steal, lie, drive drunk, hit someone, etc.) They are to do this while sitting back to back with the other person. The other person is instructed to convince the first person that all of reasons they come up with for doing the wrong thing are bad. Let this go one for awhile and then stop the activity and talk about how it made them feel. Let others try it if they want.

## WHO IS A CRIMINAL

### THE LINE UP

**Object:** ..... Rethink our approach or mind set on why we make some quick judgements as to people's character based on their looks.

**Props:** ..... Pictures.

**Activity:** ..... Bring in pictures of different people from magazines and have each person pick out one. Have them, just by looking at the pictures, determine if the person is a criminal or not and give their reasons why. Include some rough looking individuals.

As a large group, have them come up with a common definition for a criminal and write it on the board. Make sure that it includes terms like no remorse, habitual, without concern for others and similar descriptions.

# TRUST

## TRUST EXERCISE

**Object:** ..... To understand and experience what it is like to trust another and determine at what point one gains that trust.

**Props:** ..... Blindfolds (optional).

**Activities:** ..... Create a maze of chairs in the room. Put the group into pairs. Have one close their eyes while the other leads them around the room without crashing them into anything or anyone. Switch roles.

# TRUST

## WHO SHOULD I FOLLOW?

**Object:** ..... If we listen to the right people we will get through life with the fewest problems. What is it that gives us the ability to trust another? What happens when we lose trust?

**Props:** ..... A blindfold.

**Activity:** ..... Set up a role play with 3 or more people. One person is blindfolded and removed from the room. While the blindfolded person is out of the room, the chairs and tables are totally jumbled, leaving an obstacle course for them to walk through. Person two is given the assignment of giving the blindfolded person **proper** directions to navigate the maze of chairs without touching any of them. Person three is given the assignment of giving the blindfolded person **improper** directions to navigate the maze of chairs causing him/her to touch and bump into the chairs. When the directions and room rearrangement are complete, bring the blindfolded person back into the room, spin them around and tell them that they are to navigate to the other end of the room, but they can't get there on their own. They have to listen to verbal directions from two people. Instruct them also that they are to get there without touching a chair or a table.

An option to consider adding to this activity is to have the two persons giving directions swap roles midway through the activity.



## RESPONSIBILITY

### THE BUCK STARTS HERE

**Object:** ..... You want to demonstrate to the group that we are all affected by the actions of others. When someone else doesn't live up to their responsibility, many other people are affected.

**Props:** ..... \$20.00 bill (real or play money).

**Activity:** ..... You set up a role play with 5 or more participants. The first person in the group is given the money. The money is borrowed by each person in the group until it has passed from the first person to the last. Each asks to borrow the money for a very important reason and promises to repay the money by a certain time. As the time to repay arrives, a member of the group other than the person you gave the money to originally, can't pay back the money, leaving the rest stranded. What are they going to do? How does it affect the rest of the people in the group?

## RESPONSIBILITY

### EXCUSES, EXCUSES!

**Object:** ..... You want to demonstrate that an excuse will fit into any situation and that excuses are similar and lame.

**Props:** ..... 2 slips of paper and a pen or pencil for each participant.

**Activity:** ..... Each participant writes down one excuse they have used. For the excuse, they write down the situation they used the excuse to cover on the remaining slip of paper. Collect all the excuses from the group and place them in one pile. Collect all the situations and place them in another pile. Each participant randomly comes and selects one excuse and one situation. In turn the class reads the excuse and the situation aloud. Ask if the excuse fits the situation.

## STAYING IN CONTROL

### SHOULDER SHOVE

Select a volunteer to help you. Tell the volunteer that s/he is to push you firmly on the shoulder. Set the mood by explaining to the group that you are firmly planted and you are not going to budge. Stand firm and stiff. You will find that the volunteer can easily push you off your spot. Now roll gently; roll with the punches from your waist up. Show that you still stand firm. You do not acquiesce your position. You really are much more in control now that you are flexible from the waist up and rolling with the punches. You are not allowing others to upset you or push you off your mark. When you refuse to lose your temper, you maintain power in your life and you are in control; outside forces or other people are not controlling you.

## STAYING IN CONTROL

### TURN ENERGY

Select a volunteer to help you. Tell them that s/he is to decide where in the room s/he plans to "put" you. Be sure to say "put" you or "place" you (not take you). Tell him/her that there is only one rule and it is that the two of you must always stay connected at the palms of your hands. Begin. When s/he attempts to push you to the designated place, you simply move any place but where they want you to go. Then after they realize that you aren't going to cooperate, tell them you will try to take them to the designated place. Now lead; take them to the place. Participants soon get the idea that it is easier to lead a person to a place than it is to push them to that place.

## STRESS

### BALLOON EXAMPLE

**Object:** ..... The purpose of this activity is to demonstrate the value of some stress in your life and the need to have stress relievers.

**Props:** ..... A bag of very thin, small balloons.

**Activity:** ..... Instruct the participants to identify things that cause them stress. Explain that they are to call out the different things that they have identified. As they do, you blow a good puff into the balloon. Keep this up until the balloon breaks. This is what happens in real life; we continue taking on stress until we burst.

Have participants identify things that they could do to release stress. Have them call out the stressors they identified before, and again blow a puff with each stressor. Then have them call out a stress reliever. With each stress reliever let a little air out. You are now blowing a puff into the balloon with every stressor and letting a little air out with every stress reliever, thereby maintaining a balance and preventing your balloon, and/or your life, from exploding.



## WANTS VS. NEEDS

### AUCTION

**Object:** ..... To assist participants in evaluating what is really important to them and to demonstrate it by what they choose to buy.

**Props:** ..... \$1,000.00 in play money for each person, a gavel (or something that will act as a gavel).

**Activity:** ..... After participants have filled out the wants and needs assessment, determine which items on the list have been selected as needs. Instruct the group that you are going to hold an auction to sell off the items selected by them as needs. Each person is given the same amount of money and told that this is all they have to purchase the things they need. Sell each item only once and sell to the highest bidder. In case two participants offer the same high price, the one that offered it first gets the item.

## WANTS VS. NEEDS

### TEAR THEM UP!

**Object:** ..... To make the group evaluate what is really important to them.

**Props:** ..... Five slips of paper and a pen or pencil for each person.

**Activity:** ..... Each person is instructed to write down on the slips the five most important needs they have identified. (One on each slip.) They are then told that they have had a major setback in their life and that they must give up one of these items. They are asked to take one of the slips and crumble it up. When they do, ask several people why they chose that item. As they give you their answer, throw away the piece of paper. Repeat the process until they only have one item left. Ask: "How did this make you feel?" "Why did you choose to keep this one," etc. (This can be done with people instead of items.)

## SOME FACTS ABOUT CLUB DRUGS<sup>1</sup>

### METHYLENEDIOXYMETHAMPHETAMINE (MDMA)

- MDMA is taken orally, usually in a tablet or a capsule. MDMA's effects last approximately 3 to 6 hours, though confusion, depression, sleep problems, anxiety, and paranoia have been reported to occur even weeks after the drug is taken.
- MDMA can produce a significant increase in heart rate and blood pressure and a sense of alertness like that associated with amphetamine use.
- The stimulant effects of MDMA, which enable users to dance for extended periods, may also lead to dehydration, hypertension, and heart or kidney failure.
- In high doses, MDMA can be extremely dangerous causing a marked increase in body temperature leading to muscle breakdown and kidney and cardiovascular failure. It may also lead to heart attacks, strokes, and seizures in some users.
- MDMA is a neurotoxic and may produce long-lasting, perhaps permanent, damage to the brain and consequent memory impairment.

### GAMMA-HYDROXYBUTYRATE (GHB)

- GHB can be produced in clear liquid, white powder, tablet, and capsule forms.
- GHB is usually abused either for its intoxicating/sedative/euphoriant properties or for its growth hormone-releasing effects, which can build muscles.
- The ingredients for GHB are found in a number of dietary supplements available in health food stores and gymnasiums.
- GHB's intoxicating effects begins 10 to 20 minutes after the drug is taken. The effects typically last up to 4 hours, depending on the dosage.
- Overdose of GHB can occur rather quickly, and the signs are similar to those of other sedatives. The use of alcohol and GHB in combination produces a synergistic effect increasing the likelihood of overdose.
- GHB is cleared from the body relatively quickly, so it is sometimes difficult to detect in emergency rooms and other treatment facilities.

### KETAMINE

- Ketamine is an injectable anesthetic approved for both human and animal use in medical settings. Approximately 90 percent of the ketamine legally sold today is intended for veterinary use.
- Large doses of ketamine results in reactions similar to those associated with use of phencyclidine (PCP), such as dreamlike states and hallucinations.
- Ketamine is produced in liquid forms or as a white powder that is often snorted or smoked with marijuana or tobacco products.
- At high doses, ketamine can cause delirium, amnesia, impaired motor function, high blood pressure, depression, and potentially fatal respiratory problems.
- Low-dose ketamine intoxication results in impaired attention, impaired learning ability, and impaired memory.



## SOME FACTS ABOUT CLUB DRUGS<sup>1</sup>

### ROHYPNOL

- Rohypnol belongs to the class of drugs known as benzodiazepines; it is not approved for prescription use in the United States.
- Rohypnol is tasteless and odorless, and it dissolves easily in carbonated beverages. The sedative and toxic effects of Rohypnol are aggravated by concurrent use of alcohol. Even without alcohol, a dose of Rohypnol as small as 1 mg. can impair a victim for 8 to 12 hours.
- Rohypnol is usually taken orally, and it can cause profound *anterograde amnesia*; that is, individuals may not remember events they experienced while under the effects of the drug. It is sometimes referred to as the *date rape* drug.
- Other adverse effects associated with Rohypnol include decreased blood pressure, drowsiness, visual disturbances, dizziness, confusion, gastrointestinal disturbances, and urinary retention.

### METHAMPHETAMINE

- Methamphetamine is a toxic, addictive stimulant that affects many areas of the central nervous system. It can be smoked, snorted, injected, or orally ingested. It is a white, odorless, bitter-tasting crystalline powder that easily dissolves in beverages.
- Methamphetamine is a neurotoxic, and use is associated with serious health consequences, including memory loss, aggression, violence, psychotic behavior, and potential cardiac and neurological damage.
- Methamphetamine abusers typically display signs of agitation, excited speech, decreased appetite, and increased physical activity levels.

### LYSERGIC ACID DIETHYLAMIDE (LSD)

- LSD is a hallucinogen that typically induces abnormalities in sensory perception. It is typically taken by mouth and is sold in tablet, capsule, and liquid forms as well as in pieces of blotter paper that have absorbed the drug.
- LSD users feel the effects of the drug 30 to 90 minutes after ingestion. Physical effects include dilated pupils, higher body temperature, increased heart rate and blood pressure, sweating, loss of appetite, sleeplessness, dry mouth, and tremors.
- LSD users report numbness, weakness, or trembling, and nausea is a common effect.
- Two long-term disorders associated with LSD are persistent psychosis and hallucinogen persisting perception disorder (which used to be called *flashbacks*).

<sup>1</sup>National Institute on Drug Abuse, **COMMUNITY DRUG ALERT BULLETIN**, <http://165.112.78.61/ClubAlert/Clubdrugalert.html>, *This page last updated Tuesday, February 29, 2000.*

## WILL IT EFFECT ANYONE BUT ME?

**Object:** ..... To provide participants with an opportunity to consider the impact of their alcohol/drug use on others.

**Activity:** ..... Use the sample articles provided in the Facilitator Appendix, or clip out your own articles that are related to alcohol/drug abuse. Divide the participants into dyads or triads. Assign each group an article. Have the group members read the article individually.

Provide each group with two pieces of newsprint and colored markers or crayons. Instruct the small group to complete the following activities:

- Draw a picture of the main idea included in the article on one sheet of the newsprint. Do not use words.
- As a group, answer the following questions and record your answers on the second piece of newsprint. Be prepared to report your answers to the entire group.
  - Who are the persons affected by the actions described in your article, short and long term?
  - What are the possible long and short-term consequences for the persons affected?
  - What are the costs to the persons affected and what are the costs to society?
  - What part did alcohol or drug use play in the incident?
  - If alcohol and/or drugs were eliminated from the situation, could the outcome have been different? If yes, how could it have been different?

**Discussion:** ..... Have each dyad or triad display and explain their drawing. Have the group share their responses to the exercise questions. Have the rest of the group provide feedback on the article and the questions and answers.



### ROUNDUP NETS 30 ARRESTS IN MAXTON

Tuesday, July 9, 1996

By Scott Travis, Staff Writer

MAXTON - Law enforcement officers in Robeson County arrested about 30 people and issued about 130 citations during a weekend mission to clean up an area near Maxton.

The charges included driving while impaired, underage possession of alcohol and drug possession.

"It's an area where we have had a number of complaints, and it was requested that the Highway Patrol initiate some type of enforcement action," said Sgt. Randy Hammonds of the North Carolina Highway Patrol.

Hammonds said lawmen went out about 10:30 Saturday night and "saturated that area with law enforcement."

The effort also led to a car chase between a Lumberton man and Robeson County Sheriff's deputies. Deputy Kevin Locklear was trying to stop R. Gust Dial, 48, for speeding, Sheriff's department chief detective Mark Locklear said.

"Kevin noticed a moving violation, and he attempted to stop the Harley," Mark Locklear said. "The Harley then tried to elude arrest and failed to stop for the blue light."

Following a chase at speeds of more than 100 miles per hour, Dial's motorcycle crashed into a pond, and Dial was arrested, Mark Locklear said.

During the seven-hour sweep, authorities made 19 DWI arrests, 15 drug arrests including one felony arrest for crack cocaine, 15 driving with a suspended license arrests, six charges of driving without a license, 15 speeding charges, 20 seat belt charges, two child restraint charges, one driving left of center charge, one reckless driving charge, one improper passing charge, nine carrying concealed weapons charges, six illegal transportation of liquor charges, 17 charges of underage possession of alcohol and 33 other charges.

"I hope this builds public trust and sends a message that any community where there have been a number of complaints from people driving illegally, there's the possibility we will make arrests," Hammonds said.

Hammonds said the operation "scratched the surface" but didn't come close to eliminating the problems in the area. He said law enforcement will continue to monitor the area.

Assisting the Highway Patrol and the Sheriff's Department in this effort were North Carolina Alcohol Law Enforcement, Lumberton Police, Fairmont Police, Maxton Police, Red Springs Police, Rowland Police, Pembroke Police, and the University of North Carolina-Pembroke Police.

### HOOD RIVER VALLEY MAN SOUGHT

Friday, September 4, 1998

By Jeanie Senior, Oregonian Correspondent

HOOD RIVER - Hood River has issued a nationwide arrest warrant for the occupant of a rural property in Hood River Valley where a weeklong search yielded explosives, guns, drugs, and what appears to be equipment for a methamphetamine lab.

The warrant charges Dale Allen "Pappy" Bush, 50, with delivery of a controlled substance, manufacture of a controlled substance and unlawful possession of a destructive device.

More charges could be added when items found in the ongoing search are inventoried and the case goes before the grand jury. District Attorney John Sewell said.

Bush was not at his residence when the Hood River County Sheriff's Department executed a search warrant Saturday morning, and he has not been seen since.

The 11 explosive devices found to date include several pipe bombs and at least one live hand grenade, according to Sewell. Several firearms have been found, and at least one appears to be a fully automatic weapon, he said.

In addition, searchers have found equipment indicative of a methamphetamine delivery operation as well as a quantity of the drug, the District Attorney said.

The Federal Bureau of Alcohol, Tobacco and Firearms took an explosives-sniffing dog to the area this week. A Multnomah County hazardous materials team and the Oregon State Police bomb squad also have been involved.

This property is north of the community of Dee, in the hills on the valley's West Side.

Bush served two years' probation after being convicted in Hood River in 1988 of possession of methamphetamine and marijuana.

### ACTOR CHARLIE SHEEN ADMITS DRUG USE

August 10, 1998

By The Associated Press

MALIBU, CALIFORNIA - Actor Charlie Sheen admitted in court Monday that he violated his probation in a misdemeanor battery case by using illegal drugs and a judge extended his probation.

Municipal Court Judge Lawrence Mira ordered the 32-year-old Sheen to remain on probation through June 6, 2000. Mira set a November 9 hearing to check on the actor's progress.

Mira complimented Sheen, son of actor Martin Sheen, on the improvement in his appearance since spring. Sheen looked tan and fit when he arrived at Los Angeles County Superior Court wearing a dark suit, white shirt and tie.

"I have to say . . . that you look remarkably better than you did then," Mira said. Sheen said that he is getting his life in order.

"I'm in a much better place these days; it's nice to have my health back," a clean-cut Sheen said outside court. "I'm really looking forward to getting back to work."

"I hope the next time we do this (press conference) it's about a movie and not anything else, you know."

Attorney Gloria Allred, representing Brittany Ashland, the victim in the battery case, argued that Sheen deserved a year in jail for violating his probation.

But Mira ruled that drug rehabilitation was a better solution than county jail time for Sheen and instead extended his probation to the maximum term of three years, said Deputy District Attorney Martin Herscovitz.

Sheen also must complete 300 hours of community service and submit to regular drug and alcohol testing, Herscovitz said.

Sheen was placed on two years' probation on June 6, 1997, after pleading no contest to misdemeanor battery for attacking his then-girlfriend.

Ashland told authorities that on December 12, 1996, Sheen knocked her to the floor during an argument.

The fast-living Sheen renounced his drug taking and boozing two years ago. But on May 20, paramedics responded to a 911 call from Sheen's mansion. He was hospitalized for use of an undisclosed illegal drug.

At that point, Martin Sheen asked prosecutors to file the probation violation allegation and an arrest warrant for his son, who voluntarily appeared before Mira the next day.

### ABUSE LAWS COVER FETUS, A HIGH COURT RULES

October 30, 1977

By Tamar Levin, The New York Times

In a ruling that runs contrary to every other state supreme court that has addressed the issue, South Carolina's highest court this week upheld the criminal prosecution of pregnant women who used drugs, finding that a viable fetus is a "person" covered by the state's child-abuse laws.

The ruling came in the case of Cornelia Whitner, who in 1992 pleaded guilty to child neglect after her baby was born with traces of cocaine in its system. Ms. Whitner, 33, of Central, S.C., a tiny town in the northwest corner of the state, was sentenced to eight years in prison.

"The abuse or neglect of a child at any time during childhood can exact a profound toll on the child herself as well as on society as a whole," the state's high court said in its ruling on Monday. "However, the consequences of abuse or neglect which takes place after birth often pale in comparison to those resulting from abuse suffered by the viable fetus before birth. This policy of prevention supports a reading of the word 'person' to include viable fetuses."

Ms. Whitner was released in 1994 after serving 16 months, when a lower court agreed to her request for a review of her case based on her claim of inadequate legal representation and the argument that the fetus had not been a person. Her baby is living with relatives.

Lawyers for Ms. Whitner, who plan to appeal the case to the United States Supreme Court, say that giving a fetus the same legal status as a child will have dire consequences: If women who use drugs during pregnancy can be prosecuted for child abuse, they say, what about women who drink or smoke while pregnant, or fail to get prenatal care?

"If fetus is a person, everything a pregnant women does is potentially child abuse, abortion is murder, and women lose the right to make medical decisions on their own behalf during pregnancy," said Lynn Paltrow, a reproductive-rights lawyer from New York who represented Ms. Whitner. "The effect of declaring fetal personhood is to declare the pregnant woman's non-personhood."

The question of whether a fetus is a person has arisen frequently over the last decade, both as a response to the growing number of babies born with crack in their systems, and as an offshoot of abortion politics, a marker of the tensions between women's autonomy and fetal welfare.

Since 1990, prosecutors in at least 30 states have used a variety of criminal laws to bring charges against pregnant women who abuse drugs or alcohol. Some, as in South Carolina, have used child-endangerment statutes, while others turned to the drug laws, charging that women were delivering drugs through the umbilical cord. So far, only South Carolina has upheld such charges. State Supreme Courts in Florida, Kentucky, Nevada, Ohio and Wisconsin, and many lower courts, have struck them down, usually ruling narrowly that a fetus was not a person under the particular criminal law and avoiding broader constitutional issues.

In South Carolina, the high court ruled 3 to 2 against Ms. Whitner, with the chief justice one of the dissenters. The majority opinion said that a viable fetus was a person, unambiguously, under the plain meaning of the child abuse law.

Ms. Whitner's lawyers disagreed: "They heard the case in May '95," said C. Rauch Wise, of Greenwood S.C. "When it takes five judges 29 months to decide what 'child' means, that's not plain or unambiguous."

## ALCOHOL, DRUGS & CRIME / CONSEQUENCES

The court also rejected the argument that the prosecution had violated Ms. Whitner's constitutional right of privacy, saying, "It strains belief for Whitner to argue that using crack cocaine during pregnancy is encompassed within the constitutionally recognized right of privacy."

Courts in South Carolina, as in most other states, have long treated a viable fetus as a person in certain legal contexts: in 1960, for example, the South Carolina Supreme Court ruled that a wrongful death suit could be brought on behalf of an infant who died four hours after her birth as a result of injuries she received prenatally. More recently, the same court upheld murder charges against a man who stabbed his pregnant wife and in the process killed the fetus in her womb. So, the majority in the Whitner case said, consistency requires that a viable fetus be treated as a person under the child-abuse laws.

Many other states that treat a fetus as a person under the wrongful-death laws, however, refuse to do so under the child-abuse laws.

Many feminists and health groups argue that although prosecutors say they hope the threat of criminal charges will encourage pregnant drug-users to get treatment, the actual effect is to frighten such women away from the medical system.

Ms. Paltrow said the ruling would "hurt babies" by deterring pregnant women from seeking drug treatment and prenatal care for fear that their drug use might be discovered.

## 3 CONVICTED IN DATE-RAPE DRUG TRAIL

March 14, 2000

The Associated Press

DETROIT - Three young men were convicted of involuntary manslaughter today in the date-rape death of a 15-year-old girl. A fourth was convicted of a lesser charge.

Jurors in one of the nation's first trials involving a death linked to the date-rape drug GHB also found Joshua Cole, 19, Daniel Brayman, 18, and Nicholas Holtschiag, 18, guilty of lesser poisoning charges.

A fourth defendant, Erick Limmer, 26, was found guilty of one count each of being an accessory to manslaughter, poisoning, delivery of marijuana and possession of GHB, or gammahydroxybutyrate.

The manslaughter conviction carries a sentence of up to 15 years in prison. The penalty for the poisoning convictions wasn't immediately clear.

Prosecutors alleged the men gave Samantha Reid a soft drink secretly spiked with GHB during a Jan. 16, 1999, party at Limmer's Grosse Ile apartment. Samantha died the next day. Her friend Melanie Sindone, now 16, also ingested the drug and was briefly in a coma, but survived.

### CRACKDOWN ON GHB

Cole's case was heard by a separate jury because authorities said he confessed. The Southgate resident's jury began deliberations March 7, and the jury for his three codefendants began Friday.

The jury for Holtschlag, of Wayne County's Brownstown Township, Brayon, of Trenton, and Limmer reached its verdict shortly before noon Monday, and the judge sealed it until Cole's jury reached its verdict today.

GHB is a colorless and odorless drug that can make a victim unconscious within 20 minutes. Victims frequently have no memory of what happened and the drug is difficult to trace, often leaving the body within 24 hours.

It has been linked to at least 58 deaths since 1990 and more than 5,700 recorded overdoses, according to the Drug Enforcement Administration. In 1990, the FDA banned GHB for public sale, and a 1998 Michigan law made possessing the drug a felony.

President Clinton last month signed legislation toughening federal laws against possessing, making or distributing GHB.

### A CIRCLE OF BLAME

Samantha's mother, Judi Clark, and Melanie hugged each other in the courtroom after the verdicts were read. Cole's mother cried. The four defendants did not show any emotion.

Attorneys for Brayman and Holtschlag had argued their clients were unaware GHB was present at the party. Cole's attorney has said his client spiked the drinks with what he believed was only a harmless intoxicant supplied by Limmer.

Limmer has said he was gone or in his bedroom most of the night the girls were drugged.

Last week, Cole's attorney, John Courtright, repeatedly told jurors Samantha's death was a "tragic accident." Brayman, Holtschlag and Limmer argued that only Cole should be blamed. "Joshua Cole is the one who created this tragedy and this hell for everyone to go through," Limmer's attorney, Cecil St. Pierre, told jurors last week.

Brayman attorney John Gates told jurors the case against his client was a product of "innuendo," "slander," "half-truths," and "outright lies."

Cole was found innocent of a third poisoning count. Prosecutors alleged he drugged a third girl who did not become ill.

## FATAL CRASH RAISES QUESTIONS

March 8, 2000

By Brian Ross and David Scott

FLORIDA - Mother's intuition woke Florence Thompson in the early morning hours of Nov. 25, 1999.

Her eldest son, 23-year-old Maurice, had not returned from taking his 19-year-old brother Craig back to college. So Thompson dressed and set out to find them, following the route they had taken on Interstate 95 north to Florida Atlantic University.

When she saw flashing lights from emergency vehicles on the highway, Thompson faced her worse fears. "My heart was racing, I was praying, 'Dear God, don't let it be them.'"

But it was. Both her sons had been killed in a head-on collision on the highway. One of the two cars involved had been traveling, inexplicably, against traffic with its headlights off.

The Florida Highway Patrol quickly announced - before the tire marks were analyzed and with traffic homicide investigators on the scene for barely an hour - that Thompson's sons had caused the accident. The other driver, FBI Agent David Richard Farrall, who survived the crash, was determined to be the victim.

"How is that possible?" Thompson says she asked a trooper on the scene. "They were in the northbound lane and they were going to Boca (Raton)," a point north of the accident site." "And he just said all he knew was they were going the wrong way," Thompson says.

### FHP ADMITS MISTAKE

The Florida Highway Patrol reversed that conclusion one-month later. The case has raised suspicion that the FHP may have tried to cover up the true cause of the crash in order to protect an FBI agent. And an ABCNEWS investigation has found that the patrol knew or had reason to know - that Farrall had caused the deadly crash after a night of drinking with another agent.

The FHP and the FBI deny any effort to protect the agent or cover up the true cause of the crash. The FHP's Captain David Bierton says it was all an honest mistake. "There was no cover-up. This was a misinterpretation of physical evidence," he says.

What the patrol calls simple "mistakes" in the crash investigation are interpreted differently by criminologist Geoffrey Alpert of the University of South Carolina.

"Law enforcement officers will give the benefit of the doubt to other law enforcement officers in any situation," says Alpert. "I think the troopers misinterpreted the evidence because they wanted to blame the other people and not the law enforcement officer."

That view may be supported by what one of the patrol's traffic homicide investigators on the scene that night later told supervisors during an internal inquiry into the case. Corporal Kevin Roy recalls, "I might have been a little quick to think the agent was going northbound instead of southbound because of what the troopers told me and I guess I just wanted to believe it."

### INVESTIGATION QUESTIONED

The patrol insists there was no special treatment for the agent, but the night of the accident, the troopers never tested Farrall for alcohol or drugs. The FHP later learned that Farrall had a blood-alcohol content of .17, more than twice the legal limit, only because the hospital checked his blood and a hospital worker leaked the hospital test results to the Fort Lauderdale *Sun-Sentinel* newspaper.

## ALCOHOL, DRUGS & CRIME / CONSEQUENCES

The handling of another key piece of evidence raised questions about the patrol's investigation. A tape of several 911 calls was publicly released by the patrol after the accident. But the only call in which the caller provides a description of the vehicle going the wrong way was withheld.

Now being made public for the first time on *20/20 Wednesday*, the caller describes the wrong-way car as "black" in color. Thompson's sons drove a light beige KIA. Farrall drove a dark green Honda that looks almost black under the highway lights.

But for an entire month following the crash, the patrol did not publicly correct its mistaken determination of the cause. And Thompson was made to suffer the injury of losing her sons and the insult of their being wrongfully blamed for weeks after the crash.

On Dec. 23, the patrol finally apologized to the dead men's family, announcing that Farrall had been driving against highway traffic on the night of the crash. Major Richard Carpenter of the FHP said: "It's been determined from the physical evidence that the Farrall vehicle was in fact going the wrong way on the interstate at the time of the collision."

### SUSPICION OF FBI COVER-UP

When the patrol did begin to focus on Agent Farrall, it found the FBI less than forthcoming. Farrall had been moved inside North Broward Medical Center under an assumed name. When patrol investigators inquired, hospital personnel told them no such patient existed. A tip led investigators to the room where Farrall was recovering, but FBI standing guard at his door turned them away.

"It was interpreted by our investigators that there was some interference," the FHP's Brierton told ABCNEWS.

Later, under subpoena, two FBI agents, including the second in charge at the Miami office, testified that they knew the night of the crash that Farrall had been drinking. Yet these agents failed to inform patrol authorities.

"There is no excuse for that. That's very critical information that he knew, and should have been passed on to the investigating body," says Alpert.

Farrall now faces vehicular homicide charges in Florida State criminal court in a trial set to begin in late March. Through his attorney, Bruce Udolf, Farrall entered an innocent plea. He maintains he was traveling in the correct direction the night of the accident.

In court, Udolf told the judge, "We intend to prove that the charges in this case are based on a very sloppy and mistaken investigation."

Lawyers for the family of the men killed in the crash fear that the defense can establish enough reasonable doubt to help the agent win acquittal by pointing to flaws in the patrol's investigation. For Florence Thompson, that would be a final bitter pill to swallow.

Meanwhile, Florida Gov. Jeb Bush has ordered the state Department of Law Enforcement to investigate the Florida Highway Patrol's handling of the case.



## BOBBY BROWN ARRESTED

May 11, 2000

By Buck Wolf

Singer Bobby Brown has been arrested for allegedly violating the terms of his probation.

Brown, who is on probation in Florida for a drunken driving conviction, allegedly failed a drug test and failed to tell his parole officer about an out-of-state trip. He was arrested Wednesday as he and his wife Whitney Houston returned from a vacation, officials say.

"Bobby Brown along with his wife Whitney and their two kids were flying in from the Bahamas to New Jersey," Veda Coleman-Wright of the Broward County, Fla., sheriff's office tells ABCNEWS Radio. "Once they arrived there in New Jersey, Customs agents were waiting to take him into custody."

Brown's probation officer says cocaine showed up in a urine test and that the R & B singer refused to take another test. He is being held without bail, officials say.

'I WILL ALWAAAAAYS LOOOVVVEE YOUUUU'

Brown previously told Broward Circuit Judge Leonard Feiner that the judge had saved his life by putting him on probation and sending him to rehab.

This news comes amid public speculation about his wife, whose last-minute cancellation of an Oscar performance and several other incidents sparked rumors that the diva might be caught up in a substance abuse problem or marital woes.

An Academy Awards spokesman said Houston had to bow out because of a "sore throat." But the diva's absence came after she missed the American Music Awards in January and last month's Rock and Roll Hall of Fame induction ceremony - where she was supposed to salute Arista founder Clive Davis, who discovered her.

Houston performed last month at Arista's 25th anniversary celebration.

The singer-actress tells *BET WEEKEND* magazine she doesn't understand why people are so concerned about her personal life. "They think there's more to know," she says. "Ain't nothing up my sleeve."

As for the whispers about rumors of possible drug abuse, she says: "I don't like to dignify lies with truth. There's nothing to know."

In the article, Houston also proclaims her love for her husband, saying it feels good to have someone she feels comfortable with. As she put it: "I don't have to change my underwear to please him."

## ONE FOR THE ROAD

May 14, 2000

Reuters

KARLSRUHE, GERMANY - German police arrested a motorist with a blood-alcohol content of .446 percent after he drove his car into a motorway crash barrier.

Police said the alcohol reading was the highest ever registered by the authorities in the southern German town of Karlsruhe. The legal limit is .05 percent.

The 40-year-old motorist, who suffered only slight injuries, was said to be "completely inebriated" but managed to apologize to the police for his "stupidity." They still took his license, though.

### MORRIS EXPECTED TO SURRENDER

October 9, 1997

Lubbock Avalanche - Journal

ROCKWALL - Baltimore Ravens running back Byron "Bam" Morris is expected to surrender as early as today after an arrest warrant was issued as part of an attempt to revoke his 10 year probation on a drug conviction.

Morris' attorney, Jay Ethington, said his client could turn himself in as late as early next week but is taking the matter very seriously.

"He's as concerned about this as if it were a broken leg, a serious career-ending event," Ethington said Thursday.

Morris was a high school star at Cooper and a college star at Texas Tech before entering the NFL. In 1993, he won the Doak Walker Award as the nation's top collegiate running back.

District Attorney Ray Sumrow of Rockwall, 25 miles east of Dallas, sought the arrest warrant. He said Morris' probation should be revoked because he violated two conditions of his probation by using alcohol and by failing to report to his probation officer seven times from July 1996 to August 1997.

Ethington said he was reviewing his client's probation reporting records.

"We anticipate there will be some explanation to this and part of it may be merely a misunderstanding," he said. "We are not prepared to contest the allegations, but we certainly are analyzing them to a great extent."

### **POLICE ARREST TRIO FOR SMASHING MAILBOXES**

July 23, 1998

By Richard Fabrizio

ELIOT - Police arrested three men early yesterday for smashing mailboxes.

Ryan N. Rowan, 19, of Eliot; Charles G. Boston, 19, of Eliot; and Matthew J. Wedgewood, 21, of North Waterboro were each charged with two counts of criminal mischief for the destruction of several mailboxes.

Officer Michael D. Grogan apprehended the men at 12:41 a.m. as they traveled by car on Hanscom Road. According to Grogan's report, the men admitted smashing about 30 mailboxes with a baseball bat while driving.

Police suspected the three were intoxicated and Rowan was charged with operating under the influence of alcohol. Rowan also received civil violations for possession of drug paraphernalia - a pot pipe - and the illegal transportation of liquor by a minor.

Police Chief Al Boston said the men will have to pay restitution costs for all the mailboxes they damaged. Boston estimated the damaged mailboxes cost \$35-\$50 apiece.

The men are scheduled to appear in York District Court.

In an unrelated case of vandalism in the town, Boston said a fourth granite post has been stolen from Brooks Memorial Cemetery on State Road. The latest incident was reported to police July 16. The other six-foot granite posts were reported stolen during the last few weeks, Boston said. The posts are typically used to mark property line, Boston said.

Boston said police have few leads in the matter at this time. Anyone with information about the stolen granite posts or other vandalism in the town are encouraged to contact police immediately.

### OSU's KATZENMOYER CHARGED WITH DRUNKEN DRIVING

February 27, 19998

By Tim Doulin, Dispatch Staff Reporter

Ohio State University linebacker and Butkus Award winner Andy Katzenmoyer will be arraigned next week after OSU police charged him early today with drunken driving and speeding.

Katzenmoyer, 20, of 1245 Pennsylvania Ave., was driving a black late-model Dodge when he was pulled over on Cannon Drive near W. 10th Avenue about 2:30 a.m., police said. The car was traveling 46 m.p.h. in a 25 m.p.h. zone, police said.

Katzenmoyer's blood-alcohol content was 0.133, according to Franklin County Municipal Court records. The legal limit in Ohio is 0.10. Katzenmoyer was taken to his home after the arrest.

He is scheduled to be arraigned Wednesday morning in Municipal Court. Both charges are misdemeanors.

Ohio State athletic director Andy Geiger said Katzenmoyer would be put into alcohol counseling for an undetermined period of time, the Associated Press reported. "I am disappointed by his actions, but we have a very good alcohol and drug education program in place that is designed to help our student-athletes in these type of situations," Geiger said in a statement. Coach John Cooper was reported out of town and unavailable for comment.

### SINGER SCOTT WEILAND PLEADS GUILTY

August 13, 1998

Provided by: Los Angeles Times

LOS ANGELES - Scott Weiland, the troubled lead singer of the Stone Temple Pilots, pleaded guilty to felony heroin possession Wednesday and was sentenced to three months in a drug treatment facility.

Superior Court Judge Larry Paul Fidler also placed Weiland, 30, on three years probation, during which he must submit to random drug tests.

Fidler warned Weiland that he cannot leave the Impact Drug and Alcohol Treatment Center in Port Hueneme, 60 miles west of downtown, until his time is served.

"If he leaves the premises for any reason, he's in violation of his probation," Fidler said. "He is not to go to work. He is not to make record albums and he is not to perform a concert."

Afterwards, Weiland said he was "very happy about the opportunity the judge has given me."

The charges, filed in February, stemmed from the rocker's arrest in September 1997. He missed two previous court appearances before the judge issued an arrest warrant.

Weiland has had a string of drug arrests, beginning in 1995, and previously served time in a drug treatment center.

The Stone Temple Pilots won a Grammy in 1994 in the hard rock performances with vocal category for the song "Plush."

### **COPS ARREST 60 IN GUN, DRUG SWEEP**

July 20, 1999

By David Shepardson, The Detroit News

DETROIT - A law enforcement task force has arrested more than 60 people as part of a massive crackdown on drug and gun traffickers.

The 18 month investigation by federal and local authorities resulted in arrest warrants for 142 suspects in Detroit and Highland Park and the seizure of \$105,000 in cash, 105 guns, including 11 assault weapons, and 6.6 pounds of cocaine.

The investigation centered in the 6th (Plymouth) and 8th (Grand River) precincts on Detroit's West Side. Authorities said it should eliminate much of the drug and gun trafficking in those areas.

"I think this is going to have a big impact on quality-of-life issues," said Commander Bryan Turnbull of the 8th precinct.

Authorities arraigned 18 suspects on a variety of gun and drug charges Monday in U.S. District Court in Detroit. Most of them were released on \$10,000 personal bonds pending preliminary hearings in early August.

Federal agents and local police have arrested at least 64 people and are looking for at least three dozen others, said Michael W. Morrissey, Detroit director of the Bureau of Alcohol, Tobacco and Firearms.

Officers still must execute arrest warrants at 43 more homes, Morrissey said.

Inspector Denny Richardson, commander of Detroit's Violent Crimes Task Force, said similar investigations may be conducted in other parts of the city.

"This is the most aggressive we have ever been against drugs," Richardson said. "We've really gone all out to combat drugs. We're seeing some tremendous success. But it's a little optimistic to say we have won the battle.

Some of the suspects arrested have serious criminal records, including murder, assault, rape and drug-trafficking convictions, Morrissey said.

Many of the suspects could get life in prison, with some facing 10-count drug and gun indictments.

The undercover operation involved three agents from the Bureau of Alcohol, Tobacco and Firearms and Detroit police infiltrating "violent armed gangs," said U.S. Attorney Saul Green. One of the agents has been working undercover for more than a year, he said.

Officials at the Wayne County Prosecutor's Office said they plan to formally charge nearly three dozen suspects in custody over the next few days in Highland Park and Detroit's district courts. In total, the office has issued warrants for 81 people, most of whom are still at large.

### DUBOSE AUTOPSY FINDS DRUG TRACES

August 19, 1999

Free Press News Services

SAN DIEGO - Former Tampa Bay linebacker Demetrius DuBose died with traces of alcohol, cocaine, and MDMA, known as Ecstasy, in his blood.

DuBose, who played for the Buccaneers in 1993-96, was shot dead by San Diego police who were investigating a burglary call July 24. The autopsy by the San Diego Medical Examiner's Office, released Wednesday, also showed that DuBose was shot four times in the chest and - as an earlier private autopsy revealed - six times in the back.

DuBose was shot after he allegedly charged at officers with a martial arts weapon he took away from an officer, police said.

The blood tests revealed a trace amount of alcohol - about the equivalent of one drink - said Dwight Reed, who performed the tests. But Reed said that, given the amount of cocaine found, DuBose more than likely ingested cocaine the day he died.

The test for MDMA showed that DuBose could have taken that drug at most a day earlier. "Much more likely, he ingested it in the last few hours," Reed said.

According to witnesses, DuBose had fallen asleep in the apartment of a neighbor, who came home, found DuBose, and called police.

While DuBose and roommate Randy West tried to resolve the situation with the neighbor, police arrived. After questioning the men, police tried to arrest DuBose. When he refused, police tried to spray him with Mace, but DuBose ran down an alley.

Brian Watkins, a lawyer hired by the DuBose family, said he has spoken to several witnesses who say the first bullets fired by police struck DuBose in the back.



### SCOTT TO SERVE 200 MONTHS ON VIOLATIONS

September 23, 1999

By Marsha Miller, News Editor

ARDMORE, OKLAHOMA - A Fox man who pleaded guilty to drug and firearms violations was sentenced Tuesday to more than 16 years in a federal prison.

Assistant United States Attorney Jeffrey A. Gallant said Thomas Duane Scott, 37, appeared before U.S. District Judge Frank H. Seay. Scott was ordered to serve 200 months behind bars, followed by five years of supervised release, and given a mandatory assessment of \$200. Scott had earlier pleaded guilty to possession of methamphetamine with intent to distribute and possession of a firearm after a former felony conviction.

An ill-fated shopping trip January 26 at an Ardmore store led to Scott's arrest by members of the Carter County Sheriff's Department Narcotics Unit, Ardmore Police Department officers and federal Alcohol, Tobacco and Firearms agents. Scott was snared when he attempted to purchase large numbers of over-the-counter decongestants. Alert store employees, knowing unusually large purchases of antihistamines are used by illegal methamphetamine cooks, notified police.

At the time of his arrest, the ex-convict was in possession of a .380-caliber handgun, a knife, used syringes, marijuana and what officers believed were other illegal pharmaceuticals.

Ironically, just days before his arrest, county and federal authorities had linked Scott to a series of illegal weapons charges. Jim Sturges, CCSD Narcotics, said ATF agents were in the process of obtaining a federal search warrant for Scott's rural home when he was snared in Ardmore. Sturges said Scott was also linked to a methamphetamine lab officers had uncovered near his home fewer than 10 days earlier.

A state search warrant was served at Scott's residence January 27. An estimated half pound of "fresh" methamphetamine, marijuana, chemicals used to "cook" methamphetamine, and weapons were recovered.

Tuesday's prison sentence is not Scott's first. Investigators said his criminal record indicates he has previously served drug sentences in Florida, Mississippi, Colorado, Louisiana and Oklahoma. He had most recently been released three years ago after serving a sentence at the Oklahoma Department of Corrections Facility in Healdton.

### MARYLAND GOVERNOR'S SON ARRESTED ON DWI CHARGE

June 6, 1999

By Jennifer Lenhart

Jennifer Lenhart of the *Washington Post* reported on the arrest of Raymond H. Glendening, the nineteen-year-old son of Maryland Gov. Parris N. Glendening, who was charged with driving while intoxicated and driving while under the influence. Raymond failed three sobriety tests given by a Prince George's County police officer and was immediately brought to the local station where he refused a Breathalyzer test. The charges held against Glendening include a maximum sentence of a year in jail and a fine of up to \$1,000 for driving while intoxicated, in addition to a maximum sentence of two months with a fine of \$500 underage driving while under the influence because they did not have results of a blood sample or Breathalyzer test. The governor and his wife made a short statement explaining that they will show their son love, support, and guidance following their role as parents. They will not make any further statements until after the hearing. Governor Glendening has been fighting for stronger drunk driving punishments as well as sponsoring alcohol-free functions.

### HASELRIG REPORTEDLY MISSES MANDATORY DRUG TEST

November 11, 1995

1995 Copyright Nando.net

1995 Associated Press

NEW YORK - Carlton Haselrig, the oft-troubled guard of the New York Jets, missed his mandatory weekly NFL drug test of Thursday, newspapers reported Saturday.

Haselrig, arrested early Monday by police in Bayonne, N.J. for being abusive after being stopped for driving erratically and tailgating, missed his scheduled court appearance on those charges, the *New York Times* said.

He was charged with driving without a license and tailgating and released on \$1500 bail, the *Times* said.

In addition, two people familiar with Haselrig's situation told the paper the player missed his weekly drug test he is required to take because of past substance-abuse problems.

According to the paper's sources, Haselrig thought he was excused from the test because it was a bye week for the Jets and the team had the day off. He eventually took it Friday, sources said.

Greg Aiello, an NFL spokesman, would not comment directly on Haselrig. He did tell the *Times*, however, that a player would not necessarily be suspended for missing such a test, although it could be a violation of the league's substance-abuse policy and subject to discipline.

The player "would have to show a pattern" of being uncooperative, Aiello told the paper, but he did not suggest this was the case with Haselrig.

Haselrig was excused from practice Friday to take care of what coach Rich Kotite termed "personal business." He would not elaborate.

Haselrig, a onetime Pro Bowl guard for the Pittsburgh Steelers, has had four stays in substance-abuse rehabilitation centers and has been arrested several times for incidents in which alcohol was involved.

A team source told the *Daily News* that in Haselrig's latest run-in with the police, that the player told them that "the cop got nasty with him before he got nasty with the cop."

It appears neither drugs nor alcohol were involved, the *News* said.

As a precautionary measure, the Jets signed Terrence Wisdom off the practice roster in case there is a problem with Haselrig.

## 4 PERSONS ARRESTED ON DRUG CHARGES

July 5, 1998

By John McGourty

TRENTON - Three scofflaws who owned a total of \$8,028 and a fourth person were arrested on drug charges early yesterday, police said.

Robert Corey Spears, also known as Corey Lamar Jones, 26, of the 300 block of Union Street was arrested at 1:20 a.m. on Asbury Street by Patrolman Carmelo Rodriguez, police said. Spears allegedly swallowed drugs and then signed a phony name on police documents while he was being booked, police said. Spears was charged with loitering to buy or sell drugs, hindering arrest, obstructing the administration of law and tampering with public records, police said. He also had four warrants for skipping court dates and two warrants for failing to pay court fines in both his real name and his alias, totaling \$3,691, police said. Spears was also wanted on a warrant charging him with "dangerous drug offenses," police said.

Leah Marsha Foley, also known as Sindefe L. Doogah, 24, of the 200 block of Whittlesey Avenue, and two other people, Jihad Born of the 100 block of North Stockton Street and Asia Nichole Brown, 20, of the 800 block of Sweetbriar Road in Morrisville, PA, were charged with unlawful disposition of drugs, hindering apprehension, loitering to buy or sell drugs, and having an open container of alcohol in a motor vehicle after they were arrested by Patrolman Brian Cipolloni at 12:05 a.m. in the 600 block of Stuyvesant Avenue, police said.

Shabazz was also charged with possession of marijuana, police said. Brown had an outstanding unspecified warrant for her arrest that carried a \$2,500 find, police said.

Falcey, who told police she is an exotic dancer at a Philadelphia club, was also charged with having drugs in a motor vehicle, police said, adding that the drug was PCP. Falcey had six warrants for skipping court dates with fines totally \$1,837, police said.

### **DRUG BUST TUESDAY**

### **TWO LOCALS ARRESTED AND CHARGED WITH DRUG POSSESSION AND TRAFFICKING**

April 16, 1999

By Greg Horn

During the meeting that was held on the issue of drugs in our community on Tuesday night, the Kahnawake Peacekeepers made a drug related arrest.

At around 9:00 p.m. an elderly gentleman was walking down the highway and noticed some suspicious activity in the area of Nolan's Mall and Lafleurs. A black car pulled up and a group of youths went up to it. It was at this time that the witness called the Peacekeepers. The Peacekeepers then set up surveillance and noticed two suspected transactions. The car, a 1994 black Pontiac Grand Am was pulled over in the area of Blind Lady's Hill.

When the Peacekeepers approached the vehicle and the driver opened the window a strong odor of suspected narcotics filled the air. Both the driver and the passenger were arrested and searched. It was at this time that more suspected narcotics were found by the Peacekeepers.

Also in their possession was drug paraphernalia, which included rolling papers and a small digital scale.

Lyle Sanipass, who turned 25 on the day of the arrest, was charged yesterday in Longueuil court for possession of narcotics for the purpose of trafficking. While the driver of the car, Shawn Yuan, 26, was charged with possession of narcotics.

"We met with the Longueuil court Crown Prosecutor for these files and explained to him the Zero Tolerance stance on drugs in Kahnawake," stated Chief Peacekeeper Warren Lahache.

"The Crown recommended that a Mohawk Council Resolution be enacted stating the Zero Tolerance stance on drugs. And that an Elder come during a drug sentencing to explain to the court the Zero tolerance and what drugs are doing to our community. That would guarantee stiffer punishments."

### DRUG BUST RESULTS IN 5 ARRESTS

July 2, 1999

By Gwen Filosa

*The Concord Monitor* reported that on July 1st, three people coming from Concord Heights apartment complex were arraigned on drug charges. The Concord Police Department's Drug Enforcement Unit made the arrests and found marijuana and cocaine in one of the apartments. Christopher Bullock, 23, of Manchester was charged with two counts of sale of marijuana, and one with being in compliance to the sale of marijuana. These are both Class B felonies and according to police, all three of Bullock's sales occurred in February and March from his former home at Brickstone Commons. Police found marijuana and cocaine in the apartment of Asia Clay, 21, arresting her on two bench warrants - one for simple assault and another for operating under suspension. In addition, Clay was also charged with two Class A misdemeanors for having possession of the drugs in her home. Furthermore, police arrested Latasha Roberts, 20, of 31 Prescott St., on four outstanding warrants; two counts of sale of marijuana, forgery, and a bench warrant. Along with Bullock, her marijuana sales took place at Brickstone Commons. These arrests were part of an attempt by the Concord Police to clear the area of drug sales and other crime. The department has opened a substation in Concord Gardens apartment in order to monitor the complex and give the residents a feeling of safety. To help the effort, residents have been giving the police anonymous tips and phone calls, giving them leads to investigate. A member of the department commented that, "While the Concord police are putting up a fight against drugs at the complex, the increased presence should not cast a shadow on those who live here."

### UNDERAGE DRINKING PROMPTS 104 ARRESTS IN DURHAM

August 31, 1999

By Jill Hoffman

During the weekend before classes started at the University of New Hampshire, town and university police arrested 104 people for alcohol violations. *Foster's Daily Document* reported that both departments were quite busy, however the Durham Police made 84 arrests alone, which consisted of alcohol violations and disorderly conduct. Capt. Rene Kelley stated that about 95 percent of those arrested were underage individuals in possession of alcohol, which is an "alarming" number. On Saturday night all seventeen officers were busy and working through the night. University police made 20 arrests including alcohol violations, disorderly conduct, and simple assault charges. Kelley explained that many of the arrests were made on Madbury Road and Dover Road where officers broke up large gatherings of people, mainly at the Lambda Chi and Phi Kappa Theta fraternities. As the arrests were made, police were executing a new procedure in which those charged with alcohol violations are physically arrested, and immediately taken to headquarters where they are put through standard bail and booking procedures. In addition, police have the right to seize evidence to be used for court hearings. Although these new procedures are quite costly for the department's funds, they are necessary for successful prosecutions in court, a feat which has been otherwise difficult in the past years. In addition, the arrests come during a time in which police have been making alliances with Durham landlords in hopes to establish a "disorderly actions" ordinance in town. Furthermore, university officials have been posting advertisements or messages on civic responsibility, integrity, and responsibility on campus. These actions come after a national program urged universities to re-examine their role in communities. These procedures are aimed towards creating student awareness of their responsibilities as town residents.

## WHO IS THE VICTIM?

**Object:** ..... To provide participants with an opportunity to examine the impact of the crime on persons, organizations/companies, and the community.

**Activity** ..... Use the sample articles provided in the Facilitator Appendix, or clip out your own articles that are related to crime and victims. Divide the participants into dyads or triads. Assign each group an article. Have the group members read the article individually.

Provide each group with two pieces of newsprint and colored markers or crayons. Instruct the small group to complete the following activities:

- In the center of the newsprint, draw a picture of the criminal act described in the article. Do not use words.
- In the unused space around your picture, develop a picture representation of anyone, anything, any organization/agency, company, etc. who was a victim of the crime.
- As a group, answer the following questions and record your answers on the newsprint. Be prepared to report your answers to the entire group.
  - Who are the victims (people, things, agencies/organizations/companies, etc.) affected by the crime described in the article?
  - What are the potential long and short-term consequences for the victims?
  - Estimate the monetary impact to all the victims. Itemize your cost in as detailed a manner as possible.
  - How could amends be made to the victims you previously identified?

**Discussion:** ..... Have each dyad or triad display and explain their drawing. Have the group offer comments about the comprehensiveness of the victims identified. Have each dyad or triad report their responses to the exercise questions. Have the entire group discuss the responses and provide additional input if needed.



## KERVORKIAN TO BE SENTENCED TUESDAY FOR MURDER

April 12, 1999

By Randy Dotinga

PONTIAC, MICHIGAN - A month before his 71st birthday, Dr. Jack Kevorkian on Tuesday will learn his punishment for his second-degree murder conviction for the fatal injection he gave to a Lou Gehrig's patient.

An anti-assisted suicide group, Not Dead Yet, planned an all-night vigil outside the Oakland County Courthouse on the eve of Kevorkian's sentencing.

"Give him life," Diane Coleman, president of the group, said. "That's more than he gave his victims."

She described Kevorkian as a "sociopathic killer" who has "total contempt for the law." Coleman's group claims Kevorkian puts non-terminally-ill disabled people at mortal risk.

Prosecutors are expected to ask the judge to sentence the retired pathologist to 10 to 25 years. The maximum he could get would be a life sentence.

Last November, Kevorkian said he would starve himself to death in jail. If he does attempt a hunger strike, Michigan prison policy calls for forced feedings.

His defense lawyers will try to convince Circuit Court Judge Jessica Cooper that his crime shouldn't be treated as any other murder. They are seeking probation or minimal prison time, and they want him free on bond while he appeals his conviction, something that could take years.

Lawyer Geoffrey Fieger expects his former longtime client to be sentenced to between three and 10 years, and be released on parole after eight months.

Fieger also expects Kevorkian will be sent to a minimum-security work camp, which houses prisoners nearing parole.

### VICTIM'S FAMILY TO SPEAK ON KEVORKIAN'S BEHALF

Kevorkian has admitted to being present at 130 deaths since 1990. He was tried four times on assisted suicide charges. Three proceedings ended in acquittals and a fourth in a mistrial.

The death in this case, which resulted in the first murder charges against him, was the first time Kevorkian said he administered the fatal injection.

And there was no doubt about what happened because Kevorkian videotaped the procedure, which he later gave to a national television show.

But because Thomas Youk had asked Kevorkian for assistance in killing himself and because Youk's family supported that request, the judge could set aside the sentencing guidelines, according to the University of Detroit Mercy law professor Larry Dubin.

At least one of Youk's relatives is expected to make a statement in support of Kevorkian during Tuesday's hearing.

The judge blocked family testimony about Youk's suffering during the trial, calling it irrelevant to a murder case. That left Kevorkian, who was acting as his own attorney, with no defense at all.

His opening statement and closing argument were his only chances to convince the jury at last month's trial that he was not guilty of murder.

"My intent is not to kill but to do my duty as a physician," Kevorkian told jurors. "Sometimes they have very disagreeable outcome and this is one very, very disagreeable outcome."

## COPS SEEK CROSS-DRESSING CAR THIEF

May 26, 2000

LEMON GROVE, CALIFORNIA - Attractive she wasn't. But the woman who bought a car from an auto dealership was perfectly convincing - until her check bounced and salesmen learned she was no lady.

The car buyer was actually a 25-year-old man posing as his dead aunt, authorities said. The suspect, Kwame Naim Evans, also allegedly posed as his mother and got a driver's license in her name.

Evans, who remains at large, is wanted on several criminal charges, including auto theft and forgery.

"He's very convincing, there's no question about that. He's fooled quite a few people," said Detective Cameron Gary of the San Diego County Sheriff's Office. "He does look like a woman, [but] not a particularly attractive one."

### DEBUT ON MARCH 3

Evans made his drag debut on March 3, Gary said, when he walked into a Ford dealership in this small city directly east of San Diego. Evans identified himself as Lillian Evans and looked at a 1999 Ford Contour.

"He had actually dressed up and had his hair done, with makeup, lipstick, all that sort of thing," Gary said. "Lillian Evans" bought the car for \$18,000 and paid a \$4,000 down payment with a check.

But the check bounced. The car dealership contacted the sheriff's department, which discovered that Lillian Evans had died of natural causes in December and could not have gone car shopping.

"Needles to say, it's hard to do that when you're already in your grave," Gary said.

Evans had paid with a check from his mother's account and signed it with his aunt's name, Gary said.

"He probably would have gotten away with it, except he was dumb enough to use his mother's check," he said.

### 'TWO EARRINGS AND MAKEUP'

A tipster notified the sheriff's department that Kwame Evans was posing as both his aunt and his mother. A check of the California Department of Motor Vehicles turned up a picture of Evans on a driver's license in his mother's name.

"He's got two earrings on and makeup. He's got lipstick and his hair done, the whole scenario," Gary said.

Police in the nearby city of La Mesa reportedly had a run-in with Evans on April 10. A police officer pulled Evans over and noted in his written report that the driver was dressed as a woman, although his driver's license said he was a man. But the car had not yet been reported stolen, so the officer didn't detain Evans.

The sheriff's department later recovered the vehicle. Authorities continued to look for Evans, and this week they publicized the case through the local Crime Stoppers.

Evans is described as an African-American male, 5 feet 8 inches tall and 240 pounds. He is wanted on suspicion of burglary, auto theft, forgery, false impersonation and false affidavit to the Department of Motor Vehicles.

Anyone with information is urged to call the Crime Stoppers anonymous tip line at 619-235-TIPS. A reward of up to \$1,000 is offered for information leading to his arrest.

## MAN CHARGED WITH KILLING GIRL, RAPING FRIEND

May 26, 2000

By Janet Prasad

DOVER, OHIO - Police have arrested a 27-year-old man accused of abducting two high school girls, stabbing one to death and raping the other before attempting to drown her.

Matthew Vaca, of New Philadelphia, Ohio, was being held without bond in the Tuscarawas County Jail pending charges, according to a spokeswoman for the Tuscarawas County Prosecutor's Office. Vaca was arrested late Wednesday after sheriff police received a tip that led them to him.

About 9:30 p.m. Tuesday, Elizabeth Reiser, 17, and Brandi Hicks, 18, were at a local video store when Vaca approached them and offered to pay them \$20 if they gave him a ride, said Dover police Capt. Joseph Ball.

They agreed, and "then hell broke loose," Ball said.

### FLAGGED DOWN PASSING MOTORIST

Vaca told the teens to drive to a field where he then fatally stabbed Reiser, leaving her body behind. He then drove to a railroad trestle spanning the Tuscarawas River, where he raped and attempted to strangle Hicks before pushing her into the river, Ball said.

But Hicks was still conscious and managed to hang onto a log in the water until Vaca left the area, police said. She then crawled out of the river, walked to a nearby road and flagged down a passing motorist about 2 a.m. who took her to a police station.

"It's unbelievable that she survived it. And she's done a real good job describing the guy, giving statements out, describing the entire incident," Ball said. "For a petite girl, she's pretty strong."

### KNIFE BROKEN OFF DURING STABBING

Tuscarawas County authorities spent the day Wednesday searching for clues, leading authorities to Vaca's brother-in-law, who said Vaca contacted him Tuesday night and took him to see Reiser's body, said Tuscarawas County Sheriff Harold McKimmie.

During the stabbing, part of Vaca's knife had broken off and was at the scene. Vaca said he wanted the piece back because it had his fingerprints on it. They found the piece and later dropped the knife into the Tuscarawas River, McKimmie said.

Authorities located Vaca on Wednesday night in neighboring Coshocton County, where local sheriff's deputies arrested him. A Tuscarawas County detective and Dover Police Chief Ron Johnson then questioned him.

Vaca allegedly admitted to killing Reiser and attempting to kill Hicks as part of a robbery, McKimmie said.

## STRANGLED ORANGE CATS BAFFLE POLICE

May 26, 2000

By Janet Prasadd

MERRILL, WISCONSIN - Police here are trying to unravel the mysterious deaths of four orange cats, each found strangled with twine within a mile of each other.

"We literally have nothing to go on," Lincoln County Sheriff Paul Proulx said. "It's really hard - we have no suspects, no complaining witnesses. It's just the officers and one citizen who found these cats laying by the road."

A Lincoln County sheriff's deputy found the first cat last October on the shoulder of County Highway K near Merrill, a town 96 miles northwest of Green Bay.

Since January of this year, officers have found three more cats in the same area that were all the same color and killed the same way; two of the cats were found within two weeks. Since no cats had been reported missing, the animals' bodies were destroyed without further investigation.

### A PATTERN EMERGES

Police didn't connect the incidents until recently, when the officers who found the cats separately started talking.

"The first inclination was that somebody was being dumb and tied a cat up with some twine. And it was just one animal, until the officers got together and said, 'Wait a minute, I saw one out there,'" Proulx said. "[They] apparently thought the same thing - somebody tied their cat with a piece of twine, the cat chewed through the twine and got away and got hit by a car."

But after police had seen a pattern, detectives took the case under investigation. One cat was reported missing today, Proulx said, but he didn't know whether that cat was one of the dead cats found.

"People here just normally let their cats run around loose, and that's what happens to them. This is another one of those bad things that can happen to them," said Carol Hein, executive director of the Lincoln County Humane Society.

Police are warning residents to keep an eye out for suspicious activity, including people throwing things - such as animals' bodies - out of their cars along the road. Anyone charged with strangling the cats would face a felony that carries a maximum sentence of two years in prison, police said.

## ACCUSED MESSAGE PARLOR ROBBERS INDICTED

May 26, 2000

By Rick Sarlat

PHILADELPHIA - Four New Jersey men and a local man have been indicted by a federal grand jury for a string of armed robberies at massage parlors in February, officials said.

U.S. Attorney Michael Stiles said the suspects hit Center City massage parlors nine times during 19 days in February, robbing two of the businesses twice.

The parlors were attractive targets to the robbers because they are cash businesses with employees and customers who are trying to keep a low profile, authorities said.

### ROBBERY AND CONSPIRACY

The 22-count indictment on Wednesday charged Adam B. Clausen, 24, of Sicklerville, N.J.; Isaac Tillman, 25, also of Sicklerville; Kirke F. Szawronski, 25 of Clementon, N.J.; Joel C. Casa, 21 of Cherry Hill, N.J.; and Kenneth S. Sternberg, 31, of Philadelphia with multiple counts of robbery, conspiracy and firearms violations.

The indictment further charges that the men robbed Smugglers Restaurant in Berlin Township, N.J., of more than \$15,000.

The men also stole other items from the massage parlors, such as televisions and videocassette recorders, Stiles said.

The crime spree began Feb. 7, the indictment alleges, when the men, armed with semiautomatic handguns, entered Shogun Health Spa and robbed a woman worker of \$2,500.

Five days later on Feb. 12, the suspects returned to Shogun and attempted to shoot their way inside, according to the indictment.

### COPS INTERRUPT CRIME

But this time, they were interrupted by police and fled with nothing, authorities said.

The men also robbed Shanghai Gardens Spa of \$500 on Feb. 16, and more than \$600 Feb. 26; Sansom Studio and 247 Studio were robbed of \$2,000 on Feb. 23, the indictment charges.

The spree ended Feb. 26 when the armed robbers struck at Happiness Oriental Health Spa, Stiles said. One of the employees slipped away during the robbery and called police, he said, and all five men were arrested inside the parlor.

Stiles said local police transferred the case to federal authorities to ensure stiff sentencing. If convicted, each man faces a maximum of 200 years in prison.

## MAN ACCUSED OF RAPE-REVENGE ATTACK

May 26, 2000

By Richard Zitrin

LAKEWOOD, WASHINGTON - A 25-year-old college student from Egypt has been charged with trying to kill another man in a bloody revenge attack for allegedly raping his 14-year-old wife, authorities said.

Mohamed Tarish Al-Hameli, a student at Pierce College in this Tacoma suburb, was arrested Wednesday, a day after he allegedly attacked a 22-year-old Egyptian neighbor and schoolmate with a saber in retaliation for an alleged attack on Al-Hameli's wife, also from Egypt, Pierce County Sheriff's Deputy Ed Troyer said.

Investigators are not sure that a rape occurred, and the stabbing victim has not been charged, he said.

A motive for the attack might have been a cultural custom by which "blood vengeance" is carried out to restore the honor of the victim, Troyer said.

"We're hearing about different types of cultural things, but those don't fly here," Troyer told APBnews.com. "People can't come over here and use that as an excuse to attack someone with a sword or saber."

'HE GOT SLICED UP PRETTY GOOD'

Al-Hameli, who is being held in the Pierce County Jail on \$250,000 bond, is charged with attempted murder for allegedly stabbing his neighbor in the chest, arms and legs.

"He got sliced up pretty good," Troyer said. "There was blood all over the walls and ceiling."

The victim, who Troyer would not identify, was seriously injured, but is recovering at Harborview Medical Center in Seattle, he said.

## INMATES ACCUSED OF BILKING FRIEND

May 30, 2000

By Janet Prasad

FORT DODGE, IOWA - Authorities are investigating whether criminal charges should be filed against eight prison inmates accused of bilking money out of one of the inmate's friends in Des Moines.

The inmates at the Fort Dodge Correctional Facility, located 70 miles north of Des Moines, are in various stages of internal discipline procedures, said Deputy Warden Jerry Burt. He declined to identify the inmates.

One inmate has told a friend in Des Moines that he, the inmate, would be beaten by other inmates if he did not pay them bribes, so the acquaintance sent him money which was distributed among the one inmate and seven others, Burt said.

"There is no evidence whatsoever that the inmate was actually in any trouble at all. He used this as a scam to get money under false pretenses from a person out in the community," Burt said.

### NO EVIDENCE OF DRUG SALES

Prison authorities said the man sent at least \$1,375 in money orders to the prison, if not more, over the course of several months. Officials were alerted to the scam by business office staff, who noticed some irregularities in the money orders.

"Some money orders were not exactly the same, but had similar names . . . some things just look funny, so we conducted an investigation," Burt said. "We believe a crime was committed, and we've cooperated with the division of criminal investigation to see if there is, in fact, enough evidence for prosecution of these matters."

Steven Conlon, spokesman for the Iowa Division of Criminal Investigation, said the office recently began an investigation into the accusations against the inmates, but declined to say what type of charges the inmates could face.

There is no evidence that the inmates were involved in anything illegal such as drug sales, Burt said. They just wanted the money to spend.

Inmates at Fort Dodge are allowed to buy items like snacks and cigarettes from a canteen and can purchase property like radios from authorized vendors. Inmates are also allowed to send money they make working in prison home to their families.

### EVERYBODY LOVES 'RAYMOND' - EVEN THIEVES

May 30, 2000

By Christian Boone

CAMARILLO, CALIFORNIA - Southern California has always been a trendsetter, even in crime. The latest fad: awards show-related burglaries.

Two months after Oscar statuettes were stolen from a Roadway Express loading dock, 9,600 videotapes of the CBS sitcom *Everybody Loves Raymond* have been pilfered from yet another trucking company, said Janet Daily, the show's publicist. The videos were on their way to judges who will decide the nominees for this fall's Emmy Awards.

Camarillo police say they have no suspects in the robbery, which took place late Wednesday night in the KB Fowler parking lot in the small Los Angeles suburb.

HBO Independent Productions and Worldwide Pants, the show's producers, are redubbing the tapes for delivery, which is expected by the end of next week.

Unlike the Oscar theft, where a Roadway employee was arrested and charged with grand larceny, this burglary does not appear to be an inside job. The truck contained nothing but tapes of free television shows (hardly valuable) and several other vehicles in the parking lot were vandalized.



## INITIAL-CARVING DOCTOR GETS LIFETIME BAN, PROBATION

May 30, 2000

Reuters

NEW YORK - A doctor who carved his initials on the stomach of a woman after delivering her child by Caesarian section was banned for life from practicing medicine by a judge Tuesday and sentenced to five years probation.

Obstetrician Allan Zarkin, 61, etched "A.Z." into the skin of Linda Gedz, a dentist, as she lay sedated on the delivery table at New York Beth Israel Medical Center in September 1999.

He has been charged with assault and faced up to 25 years in prison but at the urging of Gedz, the court allowed Zarkin to plead to a lesser charge provided he gave up his medical license. Zarkin's license was revoked by the New York State Health Department in February.

An attorney for the doctor said Zarkin was suffering from Pick's disease, an Alzheimer's-like condition that causes personality and behavior changes and dementia.

But a probation report presented in Manhattan Supreme Court by a prosecutor Tuesday said Zarkin gave two reasons why he carved his initials on the patient's stomach.

"He said he had Pick's Disease and at another point said he was proud of the work he had done." Manhattan assistant district attorney Martha Bashford told Judge Renee Taylor.

Bashford said she was "taken aback" by the probation report because "it indicated that he has shown no remorse."

Zarkin made no statement before sentencing and appeared upset, shaking his head "no" when the judge ordered him to undergo psychiatric treatment together with psychiatric medication.

Gedz, who had sued Zarkin and the hospital in civil court, settled the case against him last month for \$7.75 million.

## FLORIDA TEEN GETS 20 YEARS FOR MOTHER'S MURDER

May 30, 2000

By Robert Green

TAMPA, FLORIDA - A Florida teenager was sentenced to 20 years in prison Tuesday for helping her boyfriend murder her mother two years ago.

Valessa Robinson, 17, received the maximum sentence for her third-degree murder and grand theft convictions last month in the death of her mother, Vicki Robinson, at their Tampa home on June 27, 1998.

Adam Davis, Valessa's boyfriend, was convicted of first-degree murder last year and was sentenced to death. Jon Whispel, a friend of the couple, pleaded guilty to taking part in the murder and is serving a 25 year sentence.

Whispel testified at the trial that Valessa held her mother on the kitchen while David injected her with a syringe filled with bleach and then stabbed her to death.

Prosecutors had wanted Valessa Robinson convicted of first-degree murder and sentenced to life in prison.

They said it was her idea to murder Vicki Robinson, a 49-year-old divorced Realtor, because Vicki wanted to end the relationship between Valessa and Davis.

But defense attorney Dee Ann Athan said Valessa, then 15, was a child who was controlled by Davis and Whispel, who were each 19 at the time of the murder.

At the sentencing hearing, Athan asked Hillsborough County Circuit Judge J. Rogers Padgett to sentence Valessa Robinson as a juvenile.

But Padgett disagreed, telling Robinson: "It is the court's decision that you be sentenced as an adult, a young adult perhaps, but an adult nevertheless."

Robinson, who was shackled and wore an orange jail uniform, showed no reaction as the sentence was imposed. She will get credit for the two years she has spent in jail since she was arrested and could be paroled after serving 85 percent of her term.

Before Valessa was sentenced, her older sister Michelle asked Padgett for leniency, saying their mother would want Valessa to get help.

But Vicki Robinson's brother Tom Klug said Valessa should get the maximum sentence. "She has never been remorseful," Klug told Padgett.

Valessa Robinson, Davis and Whispel were arrested in Texas a week after the murder in Vicki Robinson's car. Robinson's body was found the next day stuffed in a garbage can that was left in a field.

Athan said she will appeal the verdict.

## EX-BROKER SENTENCED TO 2 YEARS IN PRISON FOR FRAUD

May 30, 2000

By Leslie Gevitz

BOSTON - A former broker in the Boston office of Merrill Lynch & Co. broke down in tears - as did his family - before being sentenced to two years in prison on Tuesday for bilking clients and relatives out of \$6.3 million.

"I loved these people. I went to their wedding. They came to my daughter's wedding . . . Ken is my brother-in-law and I lived with him and I used him and his money," a sobbing Donald Martineau, told a judge trying to explain how he felt compelled to gamble on high risk derivatives.

"I am very ashamed. I lost all my money and I lost other people's money," the resident of the tiny Boston suburb Tewkesbury told U.S. District Judge Douglas Wheelock over the sobs of his wife, daughter and son.

Martineau's lawyer, Nelson Lovins argued that during the 10 years the gray-haired, 56-year-old broker funneled clients' funds into his own account at another firm, he was actually suffering from a mental illness-obsessive compulsive disorder.

"He could not stop trading in the options market and unfortunately he wasn't very good at this," Lovins said. "We are dealing with a man who is not normal."

Martineau pleaded guilty in February to five counts of wire fraud and one count of mail fraud for defrauding clients from November 1989 to August 1998. Merrill Lynch sacked him in 1998.

Asst. U.S. Attorney John Griffin argued that while Martineau may have been suffering from a mental disease as of August 1998, there was no evidence to suggest that he was ill during the 10 year period that the crimes were committed.

Prosecutors charged the rogue broker steered clients' funds into a bank account he controlled under the name D & D Real Estate. He then transferred the money into a brokerage account. Martineau then lost nearly all of the \$6.3 million he stole betting on various stocks and options, officials said.

He was able to get clients to put money into D & D by cutting and pasting some client signatures from wire transfers and reapplying them to different transfers. He also convinced some clients, including his two brothers-in-law to invest directly in D & D with claims of high returns and a personal guarantee, prosecutors said.

Judge Wheelock was moved by the compulsive disorder argument noting at one point during the lengthy hearing that people want to believe "a good man doing bad things. He must be mentally ill."

Wheelock, who under federal guidelines could have sentenced Martineau to up to 47 months in prison and a \$250,000 fine, instead sentenced him to two years in prison, three years of supervised release and ordered him to make restitution in excess of \$6 million.

"It's a travesty," one of Martineau's victims told *Reuters* outside the courthouse. "He did what he needed to do to get away with it. He's crazy all right. Like a fox is crazy." She declined to give her name.

Merrill Lynch spokesman Joe Cohen said, "This brings to a close a very unfortunate chapter in which Mr. Martineau willfully sought to deceive his clients and our firm."

## GIRL'S MURDER PITS GRANDMOTHERS AGAINST EACH OTHER

May 12, 2000

By Robert Anthony Phillips

OKLAHOMA CITY - Lying in a pink coffin beside her favorite teddy bear, the 7-year-old child whose murder made enemies of her grandmothers lies in Rest Haven cemetery. She has been there for almost a decade. The tire swing she used to play on has been taken down. Her parents have married others and moved away. She has brothers and sisters she never met. Photographs of her first and last Christmas trigger happy and painful memories.

But Katherine Busch's grandmothers remain divided, one praying for her killer to live and the other yearning to watch him die.

"They both had overpowering love for my daughter," said Gina Ford, Katherine's mother. "Sometimes I wish they'd let her lie in peace."

Should Floyd Medlock, who murdered an innocent child, live or die?

That is the conflict that has made bitter enemies of Katherine's grandmothers, Judy Busch and Johnnie Cabrera. Busch and Cabrera have become leaders and activists on opposite sides of one of the most emotional conflicts in America: the death penalty issue. They dislike one another, refusing to speak or even be in the same room together.

In Oklahoma, they are often referred to simply as "the grandmothers."

### 'SAME BLOOD FLOWING'

In the name of justice and the law, Busch wants Medlock executed and supports the death penalty. In the name of God, Johnnie Cabrera campaigns to abolish the death penalty so that Medlock and others now sitting on death row across the United States may live.

Busch, Katherine's fraternal grandmother, is a leader of the victim's rights movement in Oklahoma and a full-time employee of the Oklahoma City Police Department, where she works with relatives of homicide victims. She has been instrumental in the passage of victim's rights laws in Oklahoma, using Katherine's murder as a linchpin for her campaign.

Cabrera, the child's maternal grandmother, is the leader of the Oklahoma City chapter of the state Coalition to Abolish the Death Penalty. She frequently stands in front of the governor's mansion in protest when executions take place - and plans to protest when her grandchild's murderer is executed.

"They both have the same blood that was flowing throughout that little girl," said Gina Ford, who has now remarried and moved to Missouri. "Both can put aside their differences to remember . . . if just for one day, and I think everyone can do that."

But they probably never will.

"When you do the ultimate crime, you pay the ultimate price," Busch said. "You can forgive him, but he still has to pay the price. You know, it's Kathy's place to forgive him."

"I feel every time we execute a person, we're going against God's will," Cabrera said. "I don't see that as closure. Seeing someone else die, that's not closure."

## LOVE AND HURT

Busch, 56, says Cabrera doesn't want Medlock executed because Cabrera did not love the child as much as she did. She accuses Cabrera of using Katherine's murder to further the anti-death penalty cause and once screamed at her during a protest rally.

"Someone has to be there for Kathy," Busch said. "She can't be here . . . You know, I took care of Kathy when she was born. I took care of Kathy all of her life, and I still have to be there for Kathy. I'm not a vengeful person. I don't feel vengeance at all. I feel like it's our law. It's what our law says. When you do something really bad, then you have to pay the price."

Cabrera, 63, admits she didn't have a good relationship with her daughter, Gina, as Katherine was growing up and didn't visit her grandchild on a regular basis. Cabrera also said she never liked Gina's husband, Kenneth Busch, and kept away from their home.

But Cabrera said that she is hurt by Busch's claim that she didn't love the child as much as Busch did. Cabrera said that after Katherine was murdered, she had to let go of the hate she had for Medlock. Cabrera said that if she didn't, the hate would have consumed her and probably resulted in her committing suicide.

"I forgive him for the evil he did," Cabrera said. "But I have not forgotten what he did. I had to do that in order to go on. I could not dwell on and be consumed with the death of Kathy. It's not that I didn't love her - I love her dearly."

## MEMORIES OF A HAPPY CHILD

The grandmothers share good memories of Katherine. But they share them separately.

Busch stands at a table in a conference room at the Oklahoma City Police Department, where she works in the Homicide Victim Services Unit, spreading out pictures of Katherine. She knows when and where each one was taken. She smiles as she points to each photograph.

"This was Kathy's really first Christmas," Busch said, gently lifting the photograph from the pile. "She was about a year and a half old, and that's her little riding doggy she was on. That's her daddy and momma and her aunt."

"This was her last birthday. This was at my house, and she's opening her birthday presents just with the family. I think that was a shell necklace. Those were popular back then. She was really happy."

"That was Kathy as the little prissy girl," Busch said, looking at a picture of the child in a dress. "She loved pretty dresses, frilly dresses and loved twirling dresses. She loved to pose."

There was another photo of Katherine clutching her teddy bear.

"That bear is still with her today," Busch said.

Cabrera says she remembers baking cookies with her granddaughter and teaching the child to crochet. She remembers the time she told Katherine not to pick the prize roses growing in her back yard.

Katherine disobeyed, picked one and brought it to her grandmother, explaining that God told her to do it.

## UGLY VISUALS OF A CHILD'S MURDER

Why was Katherine murdered? She walked into the apartment of Medlock, who psychiatrists said suffered from split personality. One side of him as a "teddy bear," the other described as a sadistic, enraged child that told him to kill. On February 19, 1990, Katherine went into his apartment and met her killer.

## VICTIMIZATION

Medlock later explained to police that a voice he called "Charlie" told him to kill Katherine. So Medlock prepared food for Katherine, stabbed her, turned himself in and confessed. He was sentenced to death and awaits execution.

Busch says she can still envision a helpless, terrified child, her head pushed into a toilet by Medlock so he could more easily stick the blade into the back of Katherine's neck.

And Cabrera can still see a tire swing in her yard that stood so still, it was painful. After Katherine's murder, Cabrera's then-husband, who had put in the swing for the child, would sit staring at it.

Katherine spent hours swinging back and forth as the family dog ran and dodged underneath the tire. Cabrera said that one day, she saw her husband just staring at that tire swing.

He then took it down.

### DON'T USE THE DEAD

The last time Busch and Cabrera met, Busch screamed at Cabrera for using their granddaughter's name to try to abolish the death penalty.

The confrontation occurred here in the halls at the state capital in the early 1990s. Busch came to lobby for the death penalty. Cabrera was there to speak against it.

"It just didn't set right with me," Busch said. "Because I knew Johnnie had never been close to Kathy. And I resented her using Kathy now . . . She had never really done anything for her when she was alive. So when she got through, I did go up to her . . . I just told her, I didn't like her using Kathy's name. I resented her using Kathy's name. I didn't ever want her to do it again." I said, "You didn't care about her . . . You didn't have an active part in her life when she was alive, so don't use her name when she's dead."

"She came up to me screaming, telling me I was using Kathy's name, and I tried to explain to her that I didn't use her name, and she said that I never loved her," Cabrera recalled. "And that really hurt."

During their children's marriage, Busch and Cabrera had a friendly relationship but were never close. The women recalled going to several social functions together, and Cabrera went to Busch's home for dinner, but that was about it. The women said the only thing they really had in common was Katherine.

### ANGER BUILDS AT TRIAL

Busch said that during Medlock's trial in 1991, she resented seeing Cabrera sit on the side of the courtroom with the Medlock family and also forgiving the killer's father for what his son had done.

Cabrera said she sat on the Medlock side of the courtroom because there was no other place to view the testimony. She also said that she approached Medlock's stepfather after seeing the "pain" in his face and told him that she did not blame him for the murder of her grandchild.

"What about the pain that was in our eyes?" said Kenneth Busch. "What about the pain that was there because of our close bond to Kathy? What drove her to stay on that side? Nobody shunned her away. No one said she was not welcome to sit there. You have a killer who killed one of her own blood."

During the trial, a psychotherapist testified that Medlock had been abused and beaten as a child.

"She made friends with Medlock's family, and she sat in the courtroom with his mother part of the time . . . That really bothered me," Busch said.

"This is a blood relative of Johnnie's," Kenneth Busch said. "This guy grotesquely and brutally took my daughter's life with no regard to her or her family. How can she forgive him?"

# VICTIMIZATION

## CHURCH GIVES CABRERA PEACE

Cabrera said that after the murder she avoided driving on the streets near the dumpster where Medlock had left Katherine's body.

"I don't know what happened, but one day . . . I didn't even realize I was near [the dumpster] and I couldn't look to the left because I saw the dumpster," Cabrera said. "So I looked to the right, and I saw the Presbyterian church that I used to go to and I knew somebody was trying to tell me something."

Cabrera said that following the murder, she couldn't go to work or even put on makeup. She also had just learned that she had breast cancer. "I just sat there and thought about all the things that could have been," Cabrera said.

But when she saw the church, Cabrera said things changed for her.

"I went to church, and I talked with the pastor there, and he talked to me for hours," she said. "I was to the point where I wanted to end everything because I had found out I had breast cancer. I just thought everything was just going downhill real fast. And I've now come to accept that breast cancer."

"God allowed me to have that breast cancer so I would focus on myself rather than focusing on what happened to Kathy."

Church members told Cabrera that the time would come when she would forgive the man who killed her granddaughter.

"My pastor told me I had to let go," Cabrera said. "It was just like a burden was lifted from me. I just knew I had to forgive this man. You can't have that pain in your life. Hate will consume that life."

## ANGER OF A VICTIM

Busch said her anger at the judicial system led her to become a victim's rights advocate. And the anger began when Katherine was first reported missing.

Busch said that Gina Ford called police at about 7 p.m. to say her daughter was missing, but officers in the small Yukon Police Department said they were too busy and didn't have time to immediately search for the child. Police started the search several hours later, Busch said. She publicly criticized the police at the time for not starting the search sooner.

After Katherine's body was found in the dumpster, police and prosecutors didn't tell her details of the child's death, Busch said.

"The news media is what told me how my granddaughter died," Busch said. "The police came to us and just [told us] her body had been found . . . But the next morning at 6 a.m. the news had a little girl in Yukon had been beaten, stabbed and raped."

## FOUND HER CALLING

At Medlock's trial, she became angrier when the suspect decided to plead guilty and allow a judge to decide whether he should serve a life sentence or be executed.

"I wanted him to go to trial," Busch said. "I wanted 12 Oklahomans to sentence him. It was fine of him to plead guilty, but you know it really angered me that he could dictate how they were going to go."

It was not until the sentencing phase of the trial that Busch said she learned all the details of Katherine's murder. Busch said it was then she decided that, if she ever had the chance, she would work to help other crime victims.

## VICTIMIZATION

"I wanted to know why. I wanted to know how. I wanted to know Kathy's last moments of life, and I didn't know that," she said. "I'm angry that he could make that decision on when and what I heard.

Busch started a support group for homicide survivors, to take care of their emotional needs, and lobbied for legislation that allowed victims to make impact statements in court and to be present for executions. She pushed for the grant that allowed her to establish the Homicide Victim Services Unit in the police department, where Busch and volunteers care for the emotional needs of families whose loved ones have been killed.

Busch also criticized the state for using more than \$50,000 in grant money to pay for inmate education. Now the money is used to help educate "law-abiding citizens," Busch said.

And, Busch says, she's done it all to keep the memory of Kathy alive.

### ALL THAT'S LEFT

Busch, along with her mother, father and Cabrera are the only family around to visit Katherine in the cemetery now. Katherine's mother and father have married other people, moved out of state and are trying to rebuild their lives. They have other children now and remember an unhappy marriage together.

Medlock sits on death row as state prosecutors move relentlessly through the courts to kill him. Prosecutors say that if he loses all his appeals, Medlock could be executed this year.

"He's already been in jail longer than my daughter was alive," Kenneth Busch said.

### TWO WOMEN, TWO MISSIONS

On a late October day, Busch stands at Katherine's grave. She says that sometimes when she visits, she'll talk to Katherine. She asks Katherine if she is growing, what happened when she left the earth, or she just tells her she misses her.

She remembers the pretty lace dress that she bought Katherine for her burial. Katherine always liked to twirl and pose in dresses while she was alive. Busch also bought lace gloves and a veil for the child to cover the marks Medlock left on her body in her struggle for life.

Busch said she plans to watch from a window inside Oklahoma State Penitentiary if and when Medlock is executed. It is her right under state law.

Busch has other grandchildren, but says she will never love them as much as she loved Katherine. And that was ripped away from her. She can't understand how anyone who loved that child would not want to see Medlock die.

"It will complete a chapter of my life," Busch said. "But it's something I have to do for Kathy."

"I can't think of any [people] I've death with that didn't believe in the death penalty when they've lost someone," Busch said. "And that's why I couldn't understand" why Cabrera was against the death penalty.

### ELDERLY WOMAN VIOLENTLY KILLED

On December 2, Cabrera stood outside the governor's mansion waiting for Cornet Cooks to be executed. Cabrera held a banner that said "Don't Kill for Us." Cooks was executed by lethal injection.

Cooks and another man were convicted of raping and suffocating an 87-year-old woman during a burglary. Police said the woman died a slow, agonizing death as Cooks and another man wrapped gauze around her head.



## VICTIMIZATION

But Cooks should not have died for the crime, Cabrera said. He was a pathetic man who never really had a chance in life, she said. He had an I.Q. of about 75, was abused as a child, suffered head injuries that made him potentially violent, began using drugs at 13 and stole food to feed his brothers, Cabrera said. Cooks was black; the other man who took part in the murder was white and was given a life sentence.

### WOMAN FEELS SADNESS FOR KILLER

Cabrera said she would feel equally as sad for Medlock if he is executed. She will also stand outside the governor's mansion for him. She also says she plans to meet with Medlock before he is executed, but doesn't know what she'll say to him.

She says taking a life is against God's will. She also worries that innocent people are being sentenced to death.

Cabrera says Medlock is not one of the innocent. Yes, he murdered her grandchild. He confessed. But she says she feels sadness for him.

"I'll feel the same," she said. "I'm going to feel sad that another life had been taken in the name of justice."

## DEFENSE: HEROIN, NOT SANDY MURPHY, KILLED BINION

May 10, 2000

By Laura Barandes

LAS VEGAS - Las Vegas millionaire Ted Binion died of a drug overdose at his own hand, neglected by those he called family and friends, a lawyer for murder defendant Sandy Murphy argued Tuesday in closing.

"The sad fact is that Ted Binion did die of a conspiracy - a conspiracy between himself and heroin," said John Momot. Binion was a known heroin addict for nearly 20 years, often adding alcohol and prescription drugs to his habit.

Murphy, Binion's life-in girlfriend, and Rick Tabish, her lover, are accused of killing Binion on September 17, 1998 in a plot to steal his money and free Murphy from an allegedly abusive relationship with him. According to the state, Murphy and Tabish surreptitiously slipped a potent drug mixture into Binion's drink and then suffocated him when the gardener showed up unexpectedly.

### THE 'BINION MONEY MACHINE'

Momot painted his client as a young, naive woman who got in over her head in the care of a 55-year-old drug addict. In his closing statement, Momot argued that Murphy was a victim of the "Binion money machine," a powerful family and estate that never accepted her as family and had its own agenda.

"They humiliated her, they mocked her . . . they pushed her around . . . up to and including today," said Momot. From the day Binion died, Murphy was kicked out of her home, with only the clothes on her back.

And Momot attacked the man who headed the estate's alleged assault on Murphy: James Brown. It was Brown, argued Momot, who lied and finally got a court order to bar Murphy from the house. Brown hired private investigator Tom Dillard. And Brown claims that he received a disturbing phone call from Binion the day before he died.

According to Brown, Binion called on September 16, 1998 and said "Take Sandy out of the will, if she doesn't kill me tonight. If I'm dead you'll know what happened."

Then why, Momot asked jurors, did Brown not mention this alleged statement to police until many days after Binion's death? Brown testified that when he came upon Murphy outside the Palomino home on September 18, 1998, he only told police that she was not a Las Vegas resident - although he knew she lived there for more than three years. Brown admitted that he never told police at the house about the phone call, nor did he ask that they secure what could be a murder scene.

Instead, said Momot, Brown took control of the estate, allowing people to go in and out as he saw fit. The defense has argued that the crime scene, which was only sealed off as such weeks later, was hopelessly contaminated.

And Murphy never tried to cover up anything, her attorney argued. "She wasn't hiding anything," said Momot, "she called the police," to the house when Brown refused her entry. "She took the video of the house," Momot added.

Momot also addressed the infamous glass that Murphy appears to be removing from the counter in the video. "There's nothing magical about it," said Momot. Prosecutors have argued that Murphy and Tabish used that glass to drug Binion into submission. However, Momot told jurors that Murphy was drinking wine herself that day in the house, as her stepmother testified.

## VICTIMIZATION

But the prosecution, said Momot, never brought Brown back as a rebuttal witness to say that Murphy was not drinking from a wine glass nor that he saw her hide it in a bag.

"Where do you think Jimmy Brown is?" asked Momot. He was supposedly following Murphy closely throughout the house to insure nothing was removed without his permission.

In his closings, Momot also argued that everyone in Binion's life wanted something from him. "Everybody's got their hand out," said Momot. His friends wanted loans, his family wanted money, his acquaintances wanted business and his neighbors wanted the prestige of associating with a millionaire.

Yet none of them, said Momot, lifted a finger to help Binion or Murphy with a million-dollar drug habit. Many of the prosecution's own witnesses testified that Murphy spoke to them about Binion's addiction, asking for assistance, but admitted they never supplied any.

Momot attacked the prosecution for bringing charges against Murphy while allowing a known drug dealer to remain on the streets. Peter Sheridan admitted supplying the casino mogul with 12 balloons of tar heroin the night before his death. According to Nevada law, anyone who gives drugs to a person who dies from them, can be charged with first-degree murder. But Sheridan was never charged.

The state decides "who should get arrested, who should get a pass, who should get immunity, who should get a reward," said Momot. "Is that fair?" What happens, asked Momot, to the man who sold Binion drugs that proved fatal? "Nothing."

### ONLY ONE EXPERT CONCLUDES DEATH BY SUFFOCATION

Finally, Momot shifted to his own case, directing jurors' attention to the medical evidence. Momot argued that Dr. Michael Baden, the state's star pathologist, was the only medical expert to testify that Binion showed medical signs of suffocation or foul play. Even Dr. Larry Simms, the Clark County Medical Examiner who also testified for the prosecution, noted no evidence of suffocation in his report. His determination of homicide came not from new medical evidence, but from the reports of police and investigators.

That, the defense argued, spells reasonable doubt.

Momot closed by telling jurors that Binion was a man destroyed by his dependence on drugs. "Here was a man who had everything you could possibly want in this life," said Momot. "He had a gaming license, he came from . . . a famous family," and he once had a beautiful wife and daughter living with him.

"And all you to do is one thing: you just don't have to do drugs," said Momot. "But Ted Binion couldn't stop using heroin."

According to the defense, Binion's addiction destroyed his family, his relationships and his professional life. Concluded Momot, "I don't want to let Ted Binion's addiction destroy Sandy Murphy."

He can only hope the jury agrees.

## IDENTITY THIEVES FIND EASY PICKINGS ON WEB

May 10, 2000

By Ben Charny

SAN FRANCISCO - A young San Francisco-area woman discovered that she could obtain credit reports cheaply on-line, allowing her to steal more than \$50,000, according to the investigators who arrested her this week.

Jessica Fernandez, 24, of Hayward, allegedly used an on-line do-it-yourself collection agency and a spy-tools Web site to spin dizzying circles of bogus credit involving 50 unsuspecting people. She was able to buy credit reports for as little as \$7.95.

Fernandez is not the only area resident charged with using the Internet for identity theft.

Oakland resident Kim Lewis told investigators earlier this year that she downloaded credit reports from the same Web sites used by landlords to check on prospective tenants' financial stability.

### 30 PHONE LINE, DOZENS OF ACCOUNTS

Some sites faxed her identity - theft pay dirt after nothing more than a mouse-click promise to use the information legally, investigators say. At the time of her arrest, Lewis had financial data on more than 300 people, mostly San Francisco Bay Area residents.

Lewis allegedly obtained 30 different telephone lines, running up an outstanding bill of more than \$10,000, and in two years opened dozens of bogus checking accounts using other people's personal information. One victim had 10 different accounts in her name that she didn't know about; they were so overdrawn the bank stepped in and shut them down, police say.

After agreeing to plead guilty to federal charges, Lewis is now awaiting sentencing.

### 'THE LANDLORD SCENARIO'

Beth Givens of the Privacy Rights Clearinghouse in San Diego has been using "the landlord scenario" to describe how easy, and illegal, access to lucrative financial information available at dozens of Web sites can be. Until now, she hadn't heard of anyone actually using the scam.

The sites offering cheap information and requiring little, if any, verification of a customer's legitimacy appear to be giving an unfortunate boost to identity thieves, she says.

"Most identity thieves are not willing to spend money to get their victim's identification," Givens said. "But as word spreads that you can get a lot of this information inexpensively, this will likely increase."

Howard Shapiro of the Federal Trade Commission said most companies offering financial information for sale aren't under any government control.

### VOLUNTARY CODE OF CONDUCT

Rather, a code of conduct adopted by 14 information industry companies asked its members to conduct a "reasonable review" of the backgrounds of anyone asking for information. The Individual References Services Group, which uses the code, didn't respond to several electronic messages requesting comment.

Federal laws to protect consumers may be on their way.

Congress is debating a bill that would ban "credit header" from reports available on-line. The header includes birth dates, addresses and Social Security numbers and accompanies most credit reports.

California lawmakers are also considering letting consumers tell credit-reporting agencies to take their information out of circulation, Shapiro said.

## COPS SEEK CROSS-DRESSING THIEVES

May 15, 2000

By Seamus McGraw

FT. LAUDERDALE, FLORIDA - In a case that gives new meaning to the word 'dragnet,' authorities have tracked down two cross-dressing teens and are searching for at least a dozen members of a drag queen gang accused of stealing credit cards to finance lavish spending sprees.

The group allegedly stole credit cards from hospitals and nursing homes and then spent thousands of dollars on fancy cars, baubles and expensive high-heeled shoes.

### STOLEN RENTAL CAR PROVIDES CLUES

Investigators first stumbled across the gang last month while investigating a stolen rental car, which had turned up abandoned in Fort Lauderdale, Detective Russell Suess said. The car had been rented with a credit card, which turned out to have been stolen - along with a check later used by other gang members to withdraw \$4,000 - from the pocketbook of a therapist at a North Miami hospital.

In what turned out to be a lucky break for detectives, the car thieves had left some very valuable evidence behind, Suess said. Scattered across the front seat of the abandoned car were Polaroid photographs. The photos showed what seemed to be a group of attractive and provocatively dressed young women, Suess said.

One of the "women" in the pictures matched a person whom Suess had seen on surveillance videotape provided by the car rental company. The photos also showed the woman outside a house, sitting on a car, Suess said.

"There was partial plate visible on one of the photos," Suess said, and he tracked it down.

"There were 190 possible sites," he said, and he started knocking on the doors of all of them, until finally he found himself on the front porch of a house in the city's Lauderhill neighborhood.

"It was the house in the photo," and when a young man came to the door, Suess showed him a photo of the young woman he was seeking.

"Yeah, I know that person," the man told Suess. "But he isn't a woman."

### 'I THOUGHT I WAS LOOKING FOR A WOMAN'

It was, Suess said, the first time it had dawned on him that he was looking for a drag queen instead of a credit card kingpin.

"All along, I thought I was looking for a woman," he said.

It turned out that the suspect was a 17-year-old high school student who lived at home with his mother and several young siblings, Suess said. After police annoyed the boy's mother by knocking on the door at all hours of the day and night, she finally turned him in.

"I think she got sick of us knocking on the door all the time," Suess said. "She said, 'I've got young children trying to sleep.'"

When the teen showed up at police headquarters, he was dressed in a flowing blouse and a pair of provocative, feminine, short shorts, Suess said. He was charged as a juvenile with grand theft auto and credit card theft and was released to his mother, Suess said.

## VICTIMIZATION

But before he went home, he helped authorities develop a clear picture of the gang's mode of operation, Suess said. Dressed as women, the teens would target senior citizens centers and hospitals. While gang members distract the victims, usually with campy banter, one of the high-heeled bandits would grab a pocketbook or purse and saunter out, the purse slung casually over his shoulder.

Authorities don't know how long the gang operated.

The teen also led authorities to a second suspect, a 19-year-old cross-dresser identified as Devon Bronson, who was charged with auto theft and released on bail, Suess said.

Since April, investigators have identified up to 13 additional members of the cross-dressing conspiracy, Suess said. They remained at large today.

Denise Maillot, the North Miami therapist whose credit card was used to fund the boys' alleged girls' night out, says she still can't believe that she is the victim of a cross-dressing crime.

"If I hadn't lived through this, I'd say it's a lie. It's like a UFO story," she said.

## U.S. SOLDIER CONVICTED IN GERMANY

May 23, 2000

Associated Press

GIESSEN, GERMANY - A Hesse state court on Tuesday convicted a U.S. soldier of murder, rape and arson, sentencing him to life in prison for an attack on three students last year.

Sgt. Ryan Ziegler, 26, was convicted in the stabbing death of a 24-year-old male student, stabbing and raping a 24-year-old female student, and stabbing and seriously injuring a 22-year-old male student, before setting fire to the apartment they were in.

Despite the injuries including burns, the rape victim was able to call police the early morning of August 21 and Ziegler, of Company B, 16th Engineer Battalion in Giessen, was arrested a short time later.

"The court had to deal with an occurrence that is hardly imaginable," Judge Holger Gassmann said of the trial that began on April 26.

Ziegler, whose hometown was unavailable, was described by witnesses as well-liked with no signs of an aggressive nature. He confessed to the crimes after his arrest, but had no explanation for the sudden outburst of violence.

A German psychiatrist who examined Ziegler also told the court he could not establish a motive for the soldier's actions. He said Ziegler's remorse over what he had done was genuine.

Although Ziegler gave investigators a clear description of his actions on the night of the crime, he was never able to recall what he had done with the murder weapon.

According to the court, he also stole a laptop computer and wallets before setting the apartment on fire.

German authorities took jurisdiction in the case because a U.S. court could have sentenced Ziegler to death, which is banned in Germany.

## 25 SUE PRIEST FOR ALLEGED SEX ABUSE

May 29, 2000

By Joseph B. Frazier

PORTLAND, OREGON - Twenty-five men have accused a Roman Catholic priest of abusing them as children.

At a news conference on Monday, Doug Ray said that from the third and fourth grade until he was a freshman in high school, his parish priest subjected him to "an incremental scale of sexual abuse as bad as one can imagine, and worse."

Joe Elliott claims he had a similar experience with the same priest, the Rev. Maurice Grammond.

"My parents entrusted us to Grammond believing this would be the last place harm would come to us. He and the church broke that trust," Elliott said.

Elliott, 41, was the first to accuse Grammond in a lawsuit in December. Others joined in gradually, with 13 joining in Friday.

Ray and Elliott said they were molested during the 1970s in Seaside, where Ray is a city councilman. Elliott is a hairdresser in Portland.

Both sat in front of enlarged photos of themselves as grade school students and seemed on the verge of tears at times. Several other plaintiffs were present but kept their anonymity.

The archdiocese issued a statement on Friday saying it confronted Grammond after an accusation in 1991 and that Grammond denied the claims.

"The Archbishop sent him for professional assessment and suspended him of all priestly ministry," the statement said. Grammond has not been charged with any crime.

Attorney David Slader said the statute of limitations prevents criminal prosecution of Grammond, who is 79, and living in the Alzheimer's unit of a retirement center in suburban Portland.

But he said civil suits can be pursued for up to three years from the time a victim "discovers . . . significant injury in his life" resulting from molestation.

The lawsuit, which seeks at least \$4.6 million for each defendant, was filed against Grammond, the archbishop and the Archdiocese of Portland and others.

The archdiocese is accused, among other things, of failure to notify parishioners of Grammond's past molestations of boys, failure to monitor his activities and advise authorities and failure to have other adults accompany Grammond on camping trips and other youth activities.

Slader said the case is the biggest of its kind after the case of the Rev. James Porter of Massachusetts, who was accused by 99 people of molesting them while they were children in the 1950s and 1960s. He pleaded guilty in 1993 to molesting 28 children and was sentenced to 18 years in prison.



## PACKERS TE FACES TRIAL IN SEX CASE

May 30, 2000

WAUKESHA, WISCONSIN - A court commissioner ordered a trial for Mark Chmura on sexual assault charges after a 17-year-old baby sitter testified Tuesday the Green Bay Packers' tight end had sex with her without her consent.

The teenager, a baby sitter for Chmura's young children, testified at the star player's preliminary hearing that she was shocked at what happened and didn't protest because "he's a big guy. The door was locked."

The 31-year-old Chmura is charged with third-degree sexual assault with the girl at an April 9 post-prom party, held at the home of his friend and neighbor, Robert Gessert.

Gessert, 43, also is charged with third- and fourth-degree sexual assault and is accused of fondling an 18-year-old woman in a hot tub at the same party. Gessert also was ordered to go to trial.

Chmura denied the charges, telling reporters "I am here today to tell you I am not guilty," he said. "I look forward to the day when the public hears the rest of the story."

The 17-year-old girl was mostly composed on the witness stand and kept her eyes locked on Waukesha County District Attorney Paul Bucher throughout most of her testimony. She only looked in Chmura's direction when she was cross-examined by his attorneys.

The girl testified under questioning from prosecutors that she played a drinking game for about an hour with Chmura and Gessert. She said she was intoxicated.

The girl said she, Chmura and others spent some time in a hot tub outside Gessert's home.

Later, when she left the hot tub, she encountered Chmura outside a bathroom. She testified he called her name and said "Come here."

"I went over there because he was asking me to come over there," the girl testified.

Chmura and Gessert could each face 10 years in prison and \$10,000 fines if convicted. Gessert also could get up to nine months in jail and a \$10,000 fine if he is convicted of fourth-degree sexual assault.

Attorneys for Gessert and Chmura asked the court commissioner to dismiss the charges, saying the criminal complaint filed against both men was filed with irrelevant, salacious details about the party and that neither will get a fair trial anywhere in Wisconsin. The commissioner denied that request. He also denied a request by Chmura's attorneys to separate the cases.

Chmura joined the Packers in 1992, but missed most of last season because of a neck injury during the second game.

## MICROSOFT PREPARES FINAL ARGUMENTS

May 30, 2000

By Michael J. Martinez

SEATTLE, WASHINGTON - Attorneys for Microsoft Corp. were busy Tuesday preparing their final response to the government's plan to break up the software giant for antitrust violations.

The response, due Wednesday in U.S. District Court in Washington, D.C., will be Microsoft's last opportunity to make its case before Judge Thomas Penfield Jackson enters his final ruling.

Microsoft spokesman Jim Cullinan said the company's filing will address the substance of the Justice Department's revised breakup plan that was filed at Jackson's request. He declined to go into further detail.

On May 24, Jackson abruptly closed the proceedings in the case, refusing Microsoft's repeated requests for more time. He gave the government until last Friday to issue its revised plan, and two business days for Microsoft to respond. A ruling could come any time after Jackson receives Microsoft's response.

Company officials said the judge's sudden move caught Microsoft unaware, though they were prepared for any eventuality. The company hurriedly filed an "offer of proof" just before Jackson ended the May 24 hearing, detailing the testimony of witnesses, including company chairman Bill Gates and Chief Executive Steve Ballmer, that the company still wanted to call.

Microsoft had asked the judge for up to six months to gather evidence and depose witnesses that would dispute the Justice Department's assertion that a breakup is the best way to reverse the damage done by the behavior that Jackson found anticompetitive.

The Justice Department and 17 of the 19 states that sued Microsoft for antitrust violations recommended last month that the company be broken into two pieces - one that would own and market Windows operating systems, and another that would control all other Microsoft software, including the popular Office suite and company's Internet holdings.

Microsoft has said it will appeal any such ruling, which would extend the legal fight months if not years.

With Jackson apparently ready to issue his final order at any time, the company postponed an event this Thursday to launch its Next Generation Windows Services, a multibillion-dollar effort to make Microsoft software and data available through the Internet to any kind of computing device, including cell phones and handheld organizers.

Microsoft managers around the world will still receive a briefing on Next Generation Windows Services on Thursday, but the event for reporters and financial analysts has been pushed back to June 22.

## 5 KIDS WITH "COYOTE" SUSPECT

May 30, 2000

By Jim Walsh

ARIZONA - Five Mexican children taken from a suspected smuggler were in state care Monday while authorities investigate whether they were separated from - or sold by - their parents.

The children, who range from 6 months to 4 years, were discovered during a routine traffic stop Sunday near Wilcox.

"We're not sure, but we think this is the typical smuggling of undocumented people by a coyote," said Miguel Escobar Valdez, the Mexican consulate in Douglas.

"What can I tell you? A mother gives her children to a stranger. It befuddles my mind."

Border Patrol spokesman Charles Klingberg said agents will investigate whether the Mexican parents sold their children to a smuggler.

"All smuggling cases are a concern to us especially when children are involved," Klingberg said. "Our main concern is getting the children reunited with their parents."

The case began unfolding at 10:30 a.m. Sunday when a state Department of Public Safety officer stopped the driver of a 1995 Ford Explorer for speeding on westbound Interstate 10 east of Wilcox, DPS spokesman Kevin Wood said.

The officer discovered the children unrestrained in the Explorer, Wood said. The driver said he was undocumented.

The officer cited the driver for speeding and other traffic violations and turned him over to the Border Patrol, Wood said.

Border Patrol agents later determined the driver is a U.S. citizen who was seeking deportation so he could evade U.S. law, Klingberg said. The driver was arrested on suspicion of alien smuggling.

The children, four girls and a boy, were turned over to state Child Protective Services in Tucson, he said.

Escobar Valdez, of the Mexican consulate, identified the driver as Gonzalo Carrasco Olivera, 28, of California.

Mexican authorities have identified three of the children, including two sisters, he said.

The children are from Palomas, Chihuahua, a small town near the New Mexico border. Mexican authorities are planning to meet with the parents of the three children in Agua Prieta, Sonora, south of Douglas.

If the parents are not found by this afternoon, the children will be turned over to Casa Papita, a home for children in Agua Prieta, Escobar Valdez said.

"This has been a very hectic investigation," he said. "There's still a lot of loose ends."

## MIAMI INS OFFICIAL GUILTY OF ESPIONAGE

May 30, 2000

Reuters

MIAMI - A U.S. jury on Tuesday convicted an immigration official of espionage in a case that strained U.S.-Cuba relations and led to the expulsion from the United States of a Cuban diplomat.

The jury found Mariano Faget, 54, guilty on four counts of violating the Espionage Act by disclosing official secrets and lying about his contact with Cuban diplomats.

Faget, who bowed his head when the verdict was read but showed no other reaction, faces up to 10 years in prison when he is sentenced on August 18.

He has been in prison without bail since his arrest and will remain in custody.

"We're very happy about the verdict," U.S. prosecutor Richard Gregorie said. "This is a crime involving disclosure of classified information and the motive for it was to gain an economic advantage.

The FBI caught Faget in a sting operation in February in which he was told a false tale about the impending defection of Cuban diplomat Luis Molina to test if the Cuban-born immigration official could keep a secret.

Twelve minutes after the meeting in which Faget was warned to keep the information secret, he phoned a Cuban-born friend, New York businessman Pedro Font, and told him the name of the supposed defector, according to the FBI.

Faget was a 34-year veteran and a senior officer with the U.S. Immigration and Naturalization Service in Miami. Born in Cuba, he came to the United States with his father in 1959 after Fidel Castro's guerrillas toppled the dictator Fulgencio Batista. His father had headed a Batista secret police unit.

In the INS Faget was a supervisor with secret security clearance who reviewed naturalization and asylum decisions and was arrested just a month shy of retirement in a sting dubbed "Operation False Blue."

Faget's arrest led to the expulsion for spying of a Cuban diplomat at the Cuban Interests Section in Washington. Havana resisted the charge and the diplomat, Jose Imperatori, left the United States only after being escorted by federal agents to the airport.

The case also came amid tensions between longtime political foes Havana and Washington over the custody battle for 6-year-old Cuban shipwreck survivor Elian Gonzalez.

Faget was found guilty on all four charges he faced; disclosing secret information, converting government property (information) to personal use, lying to the federal government on a background check and lying to the FBI.

During his trial, Faget said he told his friend, Font, of the supposed defection of the Cuban official only to help him and did not expect the information to go any further.

"He's a decent man who made a mistake. If the jury sees the mistake as a crime, so be it," said defense attorney Edward O'Donnell, adding an appeal was likely.

O'Donnell said Faget was "totally at peace with himself" and bore no malice toward the jury that convicted him.

Font and Faget were associates in a project called America-Cuba, that hoped to do business with Cuba if the 38-year-old U.S. economic embargo against the communist island is lifted.

"Mariano Faget was supplying information to a friend of his in order to gain an economic advantage in doing business with Cuba," Gregorie said. "They were hoping to get in on the ground floor (if the embargo is lifted)."

Gregorie declined to say whether Font would face charges as a result of the investigation. He said INS and FBI officials were still reviewing the case.

### WOMAN CHARGED WITH BEING ON SINGER'S L.A. PROPERTY

May 18, 2000

Raw News

LOS ANGELES - An Ohio woman who has allegedly been stalking rock singer Axl Rose for four years pleaded innocent on Thursday to violating a court order by allegedly sneaking onto his property.

Karen McNeil, 39, was arrested on suspicion of violating her probation on Tuesday after Rose, the lead singer for Guns 'n' Roses, called police to report that someone was trying to enter his property in Malibu, the beachside star colony just outside Los Angeles.

Prosecutors said McNeil has faced the same charge twice before and has been ordered by a judge to stay at least 300 yards away from the red-haired rocker. She is being held on \$200,000 bail.

Betta Lebeis, an assistant for Rose, said McNeil has been stalking the singer for four years and has been to his property six or seven times. Lebeis said McNeil once followed a gardener through the gate and surprised him playing his guitar in his kitchen.

## VICTIMS ORGANS DONATED

December 3, 1999

The Associated Press

LOUISVILLE, KENTUCKY - A 42-year-old man who was able to walk only a few steps without using an oxygen machine received the lungs of a 14-year-old girl slain in the shooting at a high school in West Paducah. The girl's heart was transplanted into a second patient.

Both transplants were performed Tuesday night at Jewish Hospital in Louisville and the recipients were reported in serious but stable condition this morning.

Nicole Hadley was among three girls shot and killed at Heath High School. She died Monday night after being taken off life support at Western Baptist Hospital in Paducah.

Thomas Hereford of Jeffersonville, Indiana, who has a genetic condition that results in severe emphysema, received both lungs.

### PROGRESS IS PROMISING AFTER TRANSPLANT

"He's doing great," said Dr. Robert Dowling, who performed the surgery. "He's off the ventilator and breathing on his own."

Dowling said the donor lungs were "beautiful," while Hereford's lungs were in terrible condition. "I don't see how he could breathe at all," he added.

"Without a transplant, he wouldn't have lived much longer," said his brother Mark Hereford, 32, whose wife graduated from Heath High School in 1972. He and another brother, Paul, 40, suffer from the same condition as the recipient of the lungs. Paul is undergoing therapy, while Mark's condition is less serious, according to their father, Thomas Hereford Sr.

The Hereford family and Dowling appeared at a news conference this morning at the hospital.

### HEART RECIPIENT IN STABLE CONDITION

Nicole's heart went to a male patient from Kentucky who was not identified. The hospital said the recipient was in serious but stable condition. The family insisted that no other information be released, the hospital said.

Nicole's parents, Chuck and Gwen Hadley, agreed to the donation of her heart, lungs, kidney, liver and pancreas. Her heart and lungs were flown to Louisville on Tuesday. The other organs were to be used outside the Louisville area.

Dowling said Tom Hereford's long-term prognosis is excellent and he will be released from the hospital in 10 days to two weeks.

"The donor family, they're the heroes of the whole process," Dowling said.

Usually, information about organ donors and recipients is kept confidential. But the Hadley and Hereford families wanted their situations known as to encourage organ donations.

## WARNINGS NOT HEEDED OR GIVEN

May 12, 2000

The Associated Press

MIAMI - A Miami jury says a family of a murdered Dutch tourist deserves \$5.2 million dollars because they weren't warned about a high-crime area.

The jury's decision suggests rental car companies are duty-bound to warn patrons about such high-crime areas. It says Alamo Rent-A-Car has to pay off the family of a Dutch tourist shot to death near Liberty City four years ago.

Tosca Dieperink, 41, was killed by robbers who targeted the rental car while her husband stopped to ask for directions at a gas station on Feb. 23, 1996.

The killing made international headlines. Three suspects were apprehended the next day.

### LACK OF DISCLOSURE CITED

The verdict raises serious concerns in the tourism industry, which has avoided "redlining" high-crime neighborhoods for fear they would be attacked for discrimination. In other words of Alamo lawyer Howard Schwartz, "What about hotels? Do they have to warn their guests about high-crime areas as they leave their rooms? It's a frightening decision."

Attorney Alex Alvarez, representing Dieperink's husband, Gerrit, argued that prior to the murder, 65 percent of robberies of Alamo customers in Miami-Dade County happened in Liberty City, where crimes against tourists were so frequent law enforcement task forces were set up to address the problem.

"Police recommended Alamo advise their customers to be careful in that area. They didn't," Alvarez said.

He also said Alamo failed to give the Dieperinks a brochure that would have provided safety tips and warnings of potential scams and dangerous situations.

Roland Gomez, the lawyer representing the Fort Lauderdale-based rental company, said Alamo will appeal the verdict.

An Alamo spokeswoman said the company isn't responsible for Mrs. Dieperink's death.

"In our opinion, it is neither right nor reasonable to expect Alamo . . . to identify all potential high crime areas in all cities throughout the country, and to somehow prohibit tourists from wandering into those areas," said Cheryl Budd.

## 'WE DO NOT UNDERSTAND'

October 23, 1999

By Colleen Slevin

LITTLETON, COLORADO - Six months after the massacre at Columbine High School, the suffering just won't end.

Carla June Hochhalter, whose daughter was critically wounded in the April attack that left 15 others dead, took her own life Friday.

"This pain and suffering is not fair. We do not understand it," District Attorney Dave Thomas said in a statement Friday.

With her daughter making her best progress yet from spinal cord wounds that had left her unable to move, no one could say why Hochhalter committed suicide.

She left a note, but its contents were withheld by authorities. The *Denver Post* reported that she apologized to her family.

### GRIEF TAKES ITS TIME

Authorities said Hochhalter visited a pawnshop Friday morning in nearby Englewood. She asked to see a .38-caliber handgun, loaded it with ammunition she had brought with her and killed herself with a shot to the head.

The clerk had turned his back to fill out required paperwork when Hochhalter fired one bullet into a store wall, then fired again into her right temple.

Connie Michalik, whose son Richard Castaldo also was injured in the April 20 shootings, said she became friends with Hochhalter while their children went through painful rehabilitation at Craig Hospital.

"I thought she was better, especially when Anne Marie moved her legs for the first time last week," Michalik said. "There was something finally, something to look forward to. There were finally happier times."

But Michalik admitted she also had gone "through my down stage."

The feelings are to be expected, said Harriet Hall, the psychologists in charge of counseling the Columbine victims. She said research has shown that grief can really take hold about six months after a tragedy.

"They say some people go through the worst grieving from four to six months. I think you really start noticing the person's missing," said Linda Mauser, whose son, Daniel, was killed at Columbine.

Machalik said Hochhalter may have felt overburdened.

"The whole thing was too much for her," she said. "They had to move (because her daughter was paralyzed). She didn't want to move out of the old house. She was settled. Then they had to remodel, live in hotels and I think it was too much for her."

### A TRYING WEEK

Anne Marie, a senior, is taking a physics class at Columbine while a tutor teaches the rest of her classes at home. She was with her father, Ted Hochhalter, at an elementary school accepting a check from a fundraiser for medical bills when her mother went to the pawnshop, the *Post* reported.

The suicide was the latest shock for students and families in the Littleton area. Jefferson County School District officials planned to have grief counselors available this weekend to help deal with any trauma.

A student was arrested this week for allegedly threatening "to finish the job" begun by the two gunmen.



## VICTIMIZATION

Additionally, CBS-TV was criticized for airing a snippet of security videotape that was taken in the school cafeteria as the massacre unfolded.

Carrying several weapons and setting off homemade bombs, teenagers Eric Harris and Dylan Kelbold killed 12 students and a teacher and wounded about 26 others before committing suicide.

"I'm absolutely horrified," said Steve Cohn, a parent of a 15-year-old Columbine student who survived the assault. "We've been under a lot of stress recently, but what do you do?"

## ARMY SGT. IS 'ROOFTOP ROBBER' SUSPECT

May 22, 2000

By Jim Krane

BELMONT, NORTH CAROLINA - After more than 60 armed robberies of fast-food restaurants, grocery stores and other shops, the notoriously polite bandit known as the "rooftop robber" may finally be in custody.

Belmont police say they, along with officers from two neighboring towns, captured 28-year-old Jeffrey Allen Manchester, an Army sergeant from Concord, California, after fleeing a robbery at a McDonald's restaurant early Saturday.

"I'm sure there are cops all over this country that want to talk to this guy, so I guess I'll just wait in line," said Detective Christopher King of the Davis, California police, where the rooftop robber is suspected of burglarizing a grocery store in November 1999.

### A SOLDIER ON ACTIVE DUTY

Manchester was an active-duty soldier assigned to the 481st Transportation Company, an Army Reserve unit that operates cargo-carrying landing craft, said Ted Bartimus, the unit's spokesman.

Manchester's company is based on Mare Island, California, near Vallejo, but had been recently sent on a training exercise to Florida, Puerto Rico and North Carolina, Bartimus said.

Manchester landed at Morehead City, N.C., just a few days ago, Bartimus said. Although Manchester's unit is an Army Reserve unit, he is an active-duty soldier, Bartimus said.

### POLITE TO HIS VICTIMS

Authorities say the deft robber usually cut a hole in the restaurant's roof, climbed or jumped to the floor, and robbed employees as they arrived at work in the morning or as they locked up at night.

Victims of the robberies attributed to the rooftop bandit have told of a polite, well-organized criminal who gives his victims time to don jackets before he locks them in walk-in freezers, authorities say. At times, the robber has phoned police after the robberies and requested that employees be released from the restaurant's freezer.

In McDonald's robberies in Richmond, Virginia, and Tracy, Lodi, Pleasanton, Vacaville and Citrus Heights, California, the robber fired shots from a handgun he carried - either shooting near employees, into the ceiling, or, in one case, at a telephone and fax machine.

### NEVER ON A TUESDAY

"I'm cautiously optimistic that the criminal we know as the 'roof man' has been apprehended," said Dennis Brennan, a spokesman for McDonald's in the Sacramento area. "But I'm not ready to let my guard down quite yet."

The roof man is also suspected of similar robberies in several Burger King restaurants, two Toys R Us stores, a Home Depot, a Rite Aid drugstore, a pair of Taco Bell restaurants, a Carl's Jr. restaurant, a gun store, a video rental shop and at least three supermarkets, authorities said. He has apparently never committed a robbery on a Tuesday.

The only report of a victim getting hurt in one of the robberies was in Citrus Heights, California, when an employee slammed a 5-gallon mop bucket down on the bandit's head and then struggled with the robber over his gun, Brennan said. The employee was not hospitalized.

## VICTIMIZATION

"I saw the [employee] afterwards, he was fine. He had a scuffle with the robber, and that was all," said Brennan, adding that McDonald's normally encourages its employees to cooperate with armed robbers.

### 'KUDOS' TO ARRESTING OFFICERS

Investigators have called the robber very skilled. In one robbery in Placerville, California, police had cornered the suspect on the roof of a McDonald's restaurant, but he jumped off and disappeared, police said.

One investigator working on the case said he long believed detectives would never catch the rooftop bandit, and that he would have to be nabbed by on-duty patrol officers, said police Detective Bob Slabaugh of Citrus Heights, California. Slabaugh said he tipped his cap to the police in Belmont.

"Kudos to those guys. Whether they got lucky, whether they were just very skilled, I don't know," said Slabaugh. "He's hard to catch. Obviously, he's eluded capture for a long time. They did a good job. We're all very happy."

### FLUSHED SUSPECT OUT OF HIDING

Belmont police nabbed Manchester after responding to a 911 call from the McDonald's on Main Street, Sgt. Jan Powers said. Employees told police the robber had run from the restaurant into a nearby patch of woods.

Powers said Manchester was apparently running toward a getaway car left a few blocks from the restaurant. But police found the empty car before the suspect reached it, and Patrolman Tony Adkins waited there while several others plunged into the woods and flushed Manchester toward Adkins. With the help of a dog, Adkins was able to find Manchester hiding in a patch of tall grass, Powers said.

As he was placed under arrest, Powers said Manchester complimented his arresting officer.

"Y'all did a hell of a job," Powers quoted the suspect as saying.

"O course we did, you're in Belmont. You should've known better than to come into Belmont to commit such a crime," Adkins replied, according to Powers.

Manchester was carrying some \$6,700 from the restaurant's safe when he was caught.

### PHONES KEPT RINGING

Before the arrest, Powers said Belmont police had never heard of the rooftop bandit. But as word leaked out about the arrest, the small department's phone lines were flooded with calls from other police agencies looking to interview Manchester about crimes that he is suspected of committing.

Five hours before the Belmont heist, a man fitting Manchester's description robbed a McDonald's in nearby Gastonia, making off with \$1,800 from the restaurant's cash registers, Powers said.

At the California Department of Justice, a spokesman said an investigator was on his way to North Carolina to interview Manchester about the dozens of robberies in that state.

Manchester remained in the Gaston County Jail today on \$1 million bond, charged with numerous offenses, including robbery with a dangerous weapon, kidnapping, breaking and entering and larceny. Powers said he was captured with a hacksaw apparently used to cut into the restaurant's rooftop.

## WHO SHALL SURVIVE?

**Activity:** ..... You are the captain of a cruise ship. The ship begins to sink. You have a life raft that will hold 6 people. There are 15 people on the ship. Who shall survive? You have 10 minutes to decide. Select 6 people and explain why you selected the survivors and why you did not select the non-survivors.

1. A one-month-old baby
2. A rabbi
3. An older teacher
4. A nun
5. A police officer
6. An older person who has worked as a janitor and saved for twenty years to take this trip.
7. A governor
8. A militant/militia member
9. A professional wrestler
10. A seventeen-year-old student
11. A deaf mute
12. A blues singer
13. A parent of four children
14. A school principal
15. A fifteen-year-old pregnant girl

## CHOICES

### BRAINSTORMING REVISITED

**Object:** ..... To acclimate the participants to a creative group process.

**Activity:** ..... Post the four rules for brainstorming on a poster. Review and describe the four rules.

#### FOUR RULES OF BRAINSTORMING:

NO CRITICAL JUDGEMENT IS ALLOWED.

QUANTITY, NOT QUALITY, IS DESIRED.

THE WILDER THE BETTER!

HITCHHIKING (COMBINATION AND IMPROVEMENT) IS SOUGHT.

To get participants in a creative mode, conduct a "warm-up" brainstorming exercise. For example, divide participants into small groups of 3-4 and ask them to think of and jot down as many uses for a car key as they can in 60 seconds. Following this "warm-up," address a real-world, group-related problem in the same manner.

## SELF-IMPROVEMENT

### INTERVIEW EXERCISE

**Object:** ..... To allow the participants to experience receiving positive feedback from fellow participants.

**Props:** ..... None.

**Activity:** ..... Using the items listed in question 1, split up the group into dyads and assign them to be television news reporters and come up with a news story that highlights good things about their partner. Give them time to talk and then do their story on each partner.

Ask them how they felt when other people were complementing them.



# GOALS

## DRAW A PICTURE EXERCISE

**Object:** ..... To assist participants in identifying life goals they want to work toward.

**Activity:** ..... Give each participant a piece of newsprint and access to crayons or colored markers. Have them draw a picture, no words allowed, of their life six months from now, one-year from now, or multiple years (i.e., 2, 3, 4 years) from now. What kind of job will they have? Where will they live and in what type of dwelling (i.e., apartment, home, condo)? What does their family look like? Where will they work? How much money will they make? What type of education/experience will they have?

**Discussion:** ..... Have each participant explain their picture and provide a broad plan for achieving the life they envision.

Discuss the importance of envisioning success to achieve success.

Discuss the importance of having a plan to achieve the life they envision.